**Survey of Art Education Timeline (Revised June 11, 2011)**

(General education dates, theorists, philosophers and certain inventions are also included to give an overall picture)

**427-347 BC-** Plato- Developed the concept called 'the search for excellence' in the *Republic.*

**384-322 BC-**Aristotle’s *Politics* refuted Plato’s charge that the arts are inferior as sources of knowledge.

**Art in the Middle Ages 476 AD-1400-** Medieval schools, scriptoria, workshops, guilds, apprentice systems

**Renaissance 1400-1500 Renaissance 1400-1500-**The Renaissance laid the modern perception of the arts. The separation of fine arts and craft had a profound impact on the teaching of art especially in viewing genius over mundane creation. Humanism favored the pursuit of classical studies including an analysis of art (which was deemed as important as literature and history)

**1500s-early 1600s-Montaigne (1533-92**) and **Francis Bacon (1561-1626**) emphasized the need to base teaching on first-hand experience rather than on "logic chopping." Comenius (1592-1670) developed this idea in his *Didactica magna* and later made it practical when he asserted that children should not memorize what they do not understand.

**1564-**Graphite pencil was invented as a result of the discovery of a (black carbon) mine in Cumbria, England. The graphite was cut into sheets, and then square rods that were inserted into hand-carved wooden holders, forming pencils. They were mistakenly called lead pencils. The newly-discovered graphite was called black lead or "plumbago," from the Latin word for lead ore - it looked and acted like lead, and it was not known at the time that graphite consisted of carbon and not lead. England had a monopoly on pencil production since no other pure graphite mines were known and no one had yet found a way to make graphite sticks.

**1607-**The Virginia Company established the first permanent settlement in North America at Jamestown in what is now the state of Virginia.

**1620** The Mayflower arrives at Cape Cod, bringing the "Pilgrims" who establish the Plymouth Colony. Many of the Pilgrims are Puritans who had fled religious persecution in England. Their religious views come to dominate education in the New England colonies.

**1635-**The first Latin Grammar School (Boston Latin School) is established. Latin schools are designed for sons of certain social classes who are destined for leadership positions in church, state, or the courts.

**1635-** The first "free school" in Virginia opens. However, in the southern colonies, parents or tutors typically taught education at home.

**1636-**Harvard College, the first higher education institution in the New World, is established in Newton (now Cambridge), Massachusetts.

**1640-** Henry Dunster becomes President of Harvard College. Dunster teaches all the courses himself!

**1642-**The Massachusetts Bay School Law is passed. It requires that parents assure their children know the principles of religion and the capital laws of the commonwealth.

**1647 -**The Massachusetts Law of 1647, also known as the Old Deluder Satan Act, is passed. It decrees that every town of at least 50 families hire a schoolmaster who would teach the town's children to read and write and that all towns of at least 100 families should have a Latin grammar school master who will prepare students to attend Harvard College.

**1690- John Locke (English philosopher, 1632-1704)** published his *Essay Concerning Human Understanding,* which conveys his belief that the human mind was a *tabula rasa,* or a blank slate, at birth and knowledge was derived through experience, rather than innate ideas as was believed by many at that time. Locke's views concerning the mind and learning greatly influenced American and European education, as well as many Enlightenment philosophers. Locke influenced Empiricist Theory that supports the notion that ideas can exist in things (objects and events).

**1690-**The first New England Primer is printed in Boston. It becomes the most widely used schoolbook in New England and was used by students until the 19th century. Over five million copies of the book were sold. The New England Primer followed a tradition of combining the study of the alphabet with Bible reading. It introduced each alphabet letter in a religious phrase and then illustrated the phrase with a woodcut. The primer also contained a catechism of religious questions and answers. Emphasis was placed on fear of sin, God's punishment and the fact that all people would have to face death.

Here are some examples of alphabet rhymes that teach moral values as well as reading.

**A** In Adam's Fall We sinned all. **B** Thy Life to Mend This Book Attend. **C** The Cat doth play And after slay. **D** A Dog will bite A Thief at night. **E** An Eagle's flight Is Out of sight. **F** The Idle Fool Is Whipt at School. Also, first appearing in the New England Primer was the Children's Prayer beginning "Now I lay me down to sleep...**"**

**1692**

The Plymouth Colony merges with the Massachusetts Bay Colony. **1693** John Locke's *Some Thoughts Concerning Education* is published, describing his views on educating upper class boys to be moral, rationally thinking, and reflective "young gentlemen." His ideas regarding educating the masses are conveyed in On Working Schools, published in 1697, which focused on the importance of developing a work ethic.

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* The College of William and Mary is established in Virginia. It is the second college to open in colonial America and has the distinction of being Thomas Jefferson's college.

**1710 -** Christopher Dock, a Mennonite and one of Pennsylvania's most famous educators, arrives from Germany and later opens a school in Montgomery County, PA. Dock's book, *Schul-Ordnung* (meaning school management), published in 1770, is the first book about teaching printed in colonial America. Typical of those in the middle colonies, schools in Pennsylvania are established not only by the Mennonites, but also by the Quakers and other religious groups as well.

**1734-** Christian von Wolff (German philosopher, 1679-1754) described the human mind as consisting of powers or faculties. Called **Faculty Psychology,** this doctrine holds that the mind can best be developed through "mental discipline" or tedious drill and repetition of basic skills and the eventual study of abstract subjects such as classical philosophy, literature, and languages. This viewpoint greatly influenced American education throughout the 19th Century and beyond.

**1743-**Benjamin Franklin forms the American Philosophical Society, which helps bring ideas of the European Enlightenment, including those of John Locke, to colonial America. Emphasizing secularism, science, and human reason, these ideas clash with the religious dogma of the day, but greatly influence the thinking of prominent colonists, including Franklin and Thomas Jefferson.

**1746-1787- Johann Pestalozzi (Swiss educational reformer, 1746-1827)** gave particular emphasis to the idea that education was more than the process of recording sense impressions on a passive mind. Learners must be active participants and must recognize the experiences that they encounter. Herbart and Froebel developed these ideas differently.

**1751-**Benjamin Franklin helps to establish the first "English Academy" in Philadelphia with a curriculum that is both classical and modern, including such courses as history, geography, navigation, surveying, and modern as well as classical languages. The school would teachEnglish, rather than Latin, with a curriculum that illustrated scientific and practical skills. The academy ultimately becomes the University of Pennsylvania.

**1754-**The French and Indian War began in colonial America as the French and their Indian allies fight the English for territorial control.

**1762-Jean Jacques Rousseau (Swiss philosopher and writer, 1712-88)** wrote *Emile: Or On Education.* Education should be concerned with everyday life--related to children's interests. Let children be children and learn through self-initiated activities. Self-competition was preferable to rivalry with other children. "What must we think of the barbarous education, which sacrifices the present to the uncertain future, which loads a child with chains of every sort, and begins by making him miserable, in order to prepare him, long in advance, for some pretended happiness which it was probable he will never enjoy?" . . . it remained for future teachers to make pedagogical order out of Rousseau's theories.

**1763-**The French are defeated, and the French and Indian War ends with the Treaty of Paris. It gives most French territory in North America to England.

**1764- Immanuel Kant (German philosopher, 1724-1804)** wrote *Observations on the Feeling of the Beautiful and Sublime* (1764). Kant was considered responsible for the modern view that the artist was someone who responds to the world intuitively and individualistically. Kant was considered an *idealist theorist.*

**1775-**The Revolutionary War began

**1779-**Thomas Jefferson proposes a two-track educational system, with different tracks for "the laboring and the learned."

**1781-** Invention of the moist watercolor paint-cake by the Reeves Brothers. This invention made watercolor an inexpensive medium to use.

**1783-** The Revolutionary War officially ended with the signing of the Treaty of Paris.

**1783 to 1785-** Because of his dissatisfaction with English textbooks of the day, Noah Webster (American lexicographer, textbook pioneer, spelling reformer, writer, 1758-1843) wrote *A Grammatical Institute of the English Language* (1800), consisting of three volumes: a spelling book (1783), a grammar book (1784), and a reader (1785). They become very widely used throughout the United States. In fact, the spelling volume later renamed the *American Spelling Book* and often called the *Blue-* *Backed Speller* (@1800)*,* has never been out of print. He was known as the Father of American Scholarship and Education and also wrote *An American Dictionary of the English Language* (1828).

**1787** The Constitutional Convention assembled in Philadelphia. Later that year, the constitution was endorsed by the Confederation Congress (the body that governed from 1781 until the ratification of the U.S. Constitution) and sent to state legislatures for ratification. The document does not include the words education or school.

**1787-**The Northwest Ordinance was enacted by the Confederation Congress. It provided a plan for western expansion and bans slavery in new states. Specifically recognizing the importance of education, Act 3 of the document begins, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Perhaps of more practical importance, it stipulates that a section of land in every township of each new state be reserved for the support of education.

**1788-**The U. S. Constitution was ratified by the required number of states.

* James Whalman introduced woven watercolor paper. This was the first time watercolor paper became standardized.

**1791-**The Bill of Rights was passed by the first Congress of the new United States. No mention was made of education in any of the amendments. However, the Tenth Amendment to the Constitution states that powers not delegated to the federal government "are reserved to the States, respectively, or to the people." Thus, education becomes a function of the state rather than the federal government.

**1795**-Nicholas Jacques Conte (a French officer in Napoleon's army, 1755-1805) patented the modern method of kiln-firing powdered graphite with clay to make graphite rods for pencils. By varying the ratio of graphite to clay, the hardness of the graphite can also vary. He also invented the conte crayon named after him.

**1809-**In Philadelphia, the first blackboard was used in a school. Created from pine lumber and covered with a mixture of egg white and carbon from charred potatoes, teachers and students used the invention by writing on them with chunks of chalk and erasing with cloth rags. Lessons in art were taught using such blackboards.

**1812-1815-** The War of 1812, sometimes called the "Second War of Independence," occurs for multiple reasons, including U.S. desires for territorial expansion and British harassment of U.S. merchant ships. The war begins with an unsuccessful invasion of Canada by U.S. forces. Though the Treaty of Ghent, signed on December 24, 1814, supposedly ends the war, the final battle actually takes place January 9, 1815 with U.S. forces defeating the British at New Orleans.

**1820-**The Hudson River School emerged as a loosely organized group of painters, whose subjects depicted the natural setting of the American continent. Examples of these artists include Thomas Cole, Thomas Doughty, and Alvan Fisher. This art movement was reflective of America and influential to Americans. Because these works were part of visual culture, and because visual culture surrounded students less than it does today, works like this would be remembered and influential.

**1821-** Pioneer educator, Emma Willard founded The Troy Female Seminary. Troy gave women the opportunity to earn a collegiate education and offered opportunities for women teachers. Troy, now Emma Willard School, was renamed after Willard's retirement in 1938.

**1821** Boston English High School originally known as a "terminal" school opened in Boston, Massachusetts, mainly for boys twelve years or older. It was one of the first free public schools in the United States. Free schooling had begun as an idea during the early 1700s. Free schooling was mainly for poor children whose parents could not afford to pay for them to attend a private school.

**1822-**John Rubens Smith (English born, died in America, 1775-1849) produced his *Juvenile Drawing Book*. It came in three volumes and sold for seventy-two dollars. Because of the high cost, this book was probably used primarily for informal schooling of upper class children.

**1825-***An Introduction to Linear Drawing* was published by William Bentley Fowle. This was the first documented book for teaching art in the United States public schools. Fowle, who was not an artist, translated the book from the original French version by M. Louis Francoeur and added various problems, illustrations, and instruction for basic perspective drawing. Through simple exercises, it gave directions for drawing lines, angles, geometry, simple moldings, classical forms, and architecture.

**1827-**Fielding Lucas published his book entitled *Lucas’ Progressive Drawing Book*. Its three sections taught pencil drawing, landscape watercolor painting, and John Varley’s treatise on perspective. Of particular interest was the second section that instructed watercolor techniques through series of color images illustrating the successive stages. Influence of the Hudson River School can be seen by the book’s focus on landscapes and images of east coast scenery. Lucas’ bookwas intended for use by adults. For this reason, along with its high price, the book was never adopted by public schools.

**1834** Originally starting as a seminary school with three teachers and fifty students, Wheaton College, located in Norton, Massachusetts, would in time be transformed into one of the first primarily liberal arts devoted schools. After being one of the first schools in the country to realize the age of separate gender schooling was drawing to an end, the school opted to endorse the arts as a school with a visual arts program amongst other curriculum.

**1830s-Friedrich Froebel (German pedagogue and student of Pestalozzi, 1782-1852)** established his first kindergarten in 1837 after visiting Pestalozzi's school. Using teaching methods founded on the naturalism preached by Rousseau and practiced by Pestalozzi, his mystical ideas prompted him to use in the kindergarten objects that have a basic geometric shape--cubes, spheres, prisms, and so on--on the theory that a child would gain an awareness of unity, and indeed deity, by being in contact with some of these "perfect" forms. Froebel's strong beliefs that children should be taught from the concrete to the abstract and that a school should be a miniature society are still considered sound today. In this respect at least, Froebel predated the theories of children's concept development of Jean Piaget, for both saw sensory experience as providing the natural basis for distinguishing between material and social realties. [Children can learn more through role-playing than through a discussion.]

**Johann Friedrich Herbart (German philosopher, psychologist, 1776-1841)** developed a systematic pedagogy based on Pestalozzi's school although his methodology seems cold and formal. Herbart’s pedagogy emphasized the connection between individual development and the resulting societal contribution. His teachings recognized in the learning process, the natural capacities, interests, and activities of children that became common educational practice by mid-19th century. The mind acted as a unit with power of apperception-The capacity to assimilate new ideas through ideas already acquired. He believed there were compartments of the mind with separate faculties [i.e., memory, will, reason] that were trained through exercise - and the exercise of certain faculties leads to the acquisition of more faculties, etc. This applied to all areas of human endeavor in education, including visual arts. He elevated the importance of the teacher and made the pupil the listener whose mind was to be molded according to the teachers preconceived plan of study through a Herbartian method of teaching emphasizing the following Steps: 1) Preparation 2) Association 3) Generalization 4) Application

**1837-** William Henry Fox Talbot (English inventor, pioneer of photography, 1800-1877) was the first to discover a way to use a negative to make duplicate positive prints without losing the image on the negative. His negative, *The* *Latticed Window*, was known to be the oldest negative. This was the start of photography, which would later be used to photograph schools of the 19th century.

**1837-** Horace Mann (American education reformer, 1796-1859) accepts the position of the first secretary of the Massachusetts Board of education. Mann was one of the leading advocates of the common school movement that pushed for the establishment of state-supported schooling in the beginning of the industrial era. The growth of industry would require a workforce that was literate in many areas, including the arts, and especially design. Mann argued that the inclusion of drawing in common schools: (1) would improve handwriting, (2) was a vital industrial skill, and (3) was morally influential.

**1839-** Sir John Herschel (English mathematician, astronomer, chemist, inventor, experimental photographer 1792-1871), first coined the term “Photography” in 1839, the year the photographic process became public. The word was derived from the Greek words for light and writing. However, the road that would lead to the development of photography was laid long before the first photograph. The camera obscura (Latin, for "dark room") had been in existence for at least a hundred years, but it existed merely as an aid to drawing. It was discovered that if a room were completely darkened, with a single hole in one wall, an inverted image would be seen on the opposite wall. A person inside of the room could then trace this image, which was upside-down (simulating the way that images actually enter our eyes). The earliest record of the uses of a camera obscura can be found in the writings of Leonardo da Vinci (1452-1519), who may have used it as a tool in understanding perspective. In the 18th century, a tabletop model was developed. By adding a focused lens and a mirror, it was possible for a person outside of the box to trace the image that was reflected through the camera obscura. A French man by the name of Nicephore Niepce produced the first photograph in July 1827. By using light sensitive chemicals on a metal plate, placed inside of a camera obscura, he was able to record a vague image of the view outside his window. He called this process "heliography" (after the Greek "of the sun"). And to this day, the discoveries of heliography continue to impact art, and Art Education.

**1840-**Elizabeth Palmer Peabody was a pioneer in Art Education. She not only established the first organized kindergarten by 1820 in Lancaster, she was also a philosopher. Before taking a stance in the Transcendental movement by opening a bookshop in Boston, she published papers with her thoughts and expressions about how art needed to be taught in school.

**1840s-Art for Industry Movement** began.

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**1846-**The Smithsonian Museum is established in the Old Patent Office Building in Washington D.C. In 1968 the National Museum of American Art, a branch of the Smithsonian, opens to the public in the original Patent Office Building. The Smithsonian Museum holds the largest collection of American art in the world.

**1847-** John Gadsby Chapman (American artist, 1808-1889) published his *American Drawing Book* for "general use in schools as well as home instruction."

**1848-**Sarah Worthington Peter established the Philadelphia School of Design for Women. The college, now called Moore College of Art and Design, was the first and only art college for women in the United States, and one of only two existing art colleges for women in the world. This advance gave women a chance to learn both a trade to become financially independent, and gain an education and respect from her peers. Drawing classes for young, middle-class women, held by Sarah Worthington King Peter, mark the beginnings of the Philadelphia School of Design for Women, which still thrive today.

**1850s-** England's Schools of Design were revitalized and they produced a corps of skilled designers for industry (Art Education for Industry) A few shrewd U. S. businessmen noted cause and effect and urged skeptical merchants and manufacturers to see the practical necessity of education in art for competition in world trade markets. Following British example . . . Recruited Walter Smith, a graduate of England's South Kensington School, and appointed him concurrently director of drawing in the public schools of Boston and state director of art education for Massachusetts. Smith began task in 1871, just a few months after the Mass legislature passed the first law in the US making drawing a required subject in the public schools . . . Within nine years he had founded and directed the Massachusetts Normal Art School, the first in the country, and had implemented his curriculum in all Mass primary grades up to high school . . . .his writings and teachers trained at the Normal School extended his influence across the country. Art Education, Scholastic and Industrial . . . many series of drawing books for instructional purposes. The purpose of the series was "the laying of a good foundation for more advanced art training." The following statements about the particular aims of the books are typical:

1. To train the eye in the accurate perception of form, size, and proportion and to exactness in the measurement of distances and angles.
2. To train the hand to freedom and rapidity of execution.
3. To train the memory to accurate recollection of the forms and arrangements of objects.
4. To cultivate and refine the taste by the study, delineation, and recollection of beautiful forms.

Smith’s books led teachers and children through a rather rigid sequence of freehand, model, memory, and geometric and perspective drawing. Rote learning, copying, and repetition were common aspects of the sequential curriculum. "Smith's method of presenting the content depended upon class instruction and relied heavily upon the use of the blackboard, from which the students copied the problem the teacher drew. The students also copied prints and drawings. Smith justified copy work in two ways: that it was the only rational way to learn, since drawing was essentially copying; and that it was the only practical way to teach, since classes were large and only a very limited amount of time was allotted in the school week to drawing." . . . His program broke new ground and gave art education in the US a firm foundation upon which to build . . . .He wrote *Art Education, Scholastic and Industrial* (1872).

**1851-**The stereoscope becomes popular after being exhibited at the Crystal Palace Exhibition in London. The stereoscope is an instrument that unites images that are seen differently by each eye into one image creating a three-dimensional scene that allows the viewer to experience depth. The stereoscope is especially important to landscape photographers helping them to equally represent a landscape from two different points of sight. The stereoscope was a model for the creation of the Viewfinder in the 1950's, a popular children's toy. **1852-**The year that marks the death of Fredrick Froebel, the man who is credited with the fundamental ideas and establishments of kindergarten. As a zealous advocate that children should learn through their playfulness, Froebel stated that his school would be called kindergarten, the garden of children. His ideals and his popular "Froebel gifts and occupations" have influenced the work of many artists such as Frank Lloyd Wright, Georges Braque, Piet Mondrian, Wassily Kandinsky, and many more.

**1852-** New York's School of Design for Women, a division of Cooper Institute, was founded in 1852. Modeled after the Philadelphia School of Design for Women founded in 1848, it instructed women in technical drawing and designing paper and textiles for manufacturers. Free tuition was offered to students taking industrial classes so that women could earn "respectable" livings and be prevented from marrying bad husbands.

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**1853-**On March 30th 1853 Vincent Van Gogh was born. Van Gogh worked as an artist in the Post- Impressionist period. This amazing Dutch artist only spent the last ten years of his life as a painter, but the quality of his work was not recognized until after his death. He is well known for his self- portraiture, autobiographical paintings, and works such as *Starry Night* and *Fourteen Sunflowers*. Even today, students study the work of Van Gogh as a model for colorful, expressive art.

**1854-**In 1854, the provision of Pennsylvania's School Law enforced separate education for the children of color. People of color were thought to have a lower level of intelligence. It is important to notethis event in order to see the progress that American Schools have made. America has learned from past mistakes and has been trying to achieve greater racial equality through efforts such as desegregation.

Henry David Thoreau (American author, poet, abolitionist, naturalist, surveyor, historian, philosopher) 1817-1862) wrote*Walden*, although not an education book per se-it had a tremendous influence on future philosophers. Thoreau promoted indirectly a Transcendentalist Philosophy of Education (simple life, self sufficiency). His most famous quote on conforming dealt with "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

**1855-** The Pennsylvania State University, founded as The Farmer's High School, consisted of only one building, Old Main. With time and federal grants, the university expanded and is now the largest campus in Pennsylvania. Today, Penn State University provides higher education in several fields, some of which include music, visual arts, performing arts, and Art Education.

**1857-**The National Education Association is created. The goal of the association is to give educators a voice. Today the NEA is the nation’s leading organization committed to advancing the cause of public education. NEA continues to maintain the same goals since its establishment in 1857. Their current mission is “to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.”

Frederick W. Reddington and William Sanford, Jr. started Sanford Manufacturing

Company. Their ambition was only to produce enough ink to make a living, however, they were so successful that they are still in existence today as a subsidiary of Newell Rubbermaid. Makers of the famous *Sharpie* permanent marker, *Prismacolor* and *Papermate* products Sanford produces many other art supplies such as drawing materials, paints and calligraphy pens. Sanford offers an ArtEdventures webpage, where children, teachers, and parents can go to find projects, art games, and helpful teaching hints.

**1859-**The Cooper Union for the Advancement of Science and Art was founded. Established by Peter Cooper, it is a college dedicated exclusively to prepare students for the professions of architecture, art and engineering. The college's Female School of Design, open during the day, offered free art classes as well as training in the new occupations of photography, telegraphy, "typewriting" and shorthand. As one of the first colleges to offer a free education to working- class children and to women, Cooper Union was a pioneer long before education became a public policy.

**1861-62-**Emmanuel Gottlieb Leutze completes his rosy and idealized painting, *Westward the Course of Empire Takes Its Way*, marking a period of great patriotism and westward expansion at the cost of Native Americans and indigenous wildlife such as the buffalo. In the two lower corners are portraits of William Clark and Daniel Boone. Students of art would have seen historically patriotic works such as this in hopes to foster nationalism and the concept of Manifest Destiny.

**1865-s**oon after the end of the Civil War, on January 31, 1865, Congress passed the Thirteenth Amendment. This amendment banned slavery in the United States of America and aided in the advance towards African American's fight for freedom; however, there was still a long journey ahead before African Americans would acquire equal rights. After achieving this progress, many African Americans desired the education that had been denied them prior to this amendment.

**Also** in 1865, Vassar College, founded by Matthew Vassar (1792-1868), became the first women's college to house its own art gallery. Vassar himself had been quoted as saying, in 1861, to a board of trustees, that Art Education should embrace "Aesthetics, as treating of the beautiful in Nature and Art...illustrated by an extensive Gallery of Art." In 1867 Vassar began offering Art History courses. This fact is important in history because it was the basis for all other improvements in the Art Education curriculum. Most movements that have appeared in the last century, (DBAE, Issues-based, etc.) all include art history as an important component of instruction as treating of the beautiful in Nature and Art... illustrated by am extensive Gallery of Art."

**1868-**The Fourteenth Amendment of the United States was ratified. Under the equal protection clause, equal educational opportunity is a right to all American citizens. Section 1 protects the rights of all U.S. citizens by stating, "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States."

**1868-**Felix Slade (1790-1868) endowed three chairs for professorships in the fine arts at Oxford, Cambridge, and London Universities in England. This was the first attempt to introduce the study of fine arts into British Universities. The first occupant of the Oxford chair was John Ruskin (English art critic and social thinker, 1819-1900), who lectured there on the fine arts and established a drawing mastership institution, the Ruskin Drawing School. Ruskin's efforts at Oxford provided a model for American Universities through his close friendship with Charles Eliot Norton (Author, social critic and professor of art, 1827-1908) of Harvard. Most universities worldwide now have art departments that offer programs in studio practices and art history as either part of their general education requirements or as a study in the humanities.

**1860s-early 1900s- G. Stanley Hall. (American Psychologist and Educator, 1844-1924).** His work centered on the study of child development. He felt that the primary obligation of the teacher was to study the child rather than the subject. He defended the happiness and rights of children and his writings led to laissez-faire methods of the progressive era. Hall was a part of the **Child Study Movement** that began with Rousseau’s *Emile* where the emphasis was placed on the child. This movement had roots in Germany (Wilhelm August Lay (1862–1926), Ernst Neumann (1862–1937), William Stern (1871–1938), Karl (1879–1963) and Charlotte Buhler (1893–1974): and the UK (Cyril Burt (1883–1971): and the United States (Edward Lee Thorndike (1874–1947), Lewis M. Terman (1877–1956), Lawrence K. Frank (1890–1974) Florence Goodenough (1886–1959) which impacted education worldwide.

**1869-**The transcontinental railroad is completed on May 10th and reaches New Mexico by 1880, along with a great influx of tourists from the East. These tourists found Pueblo Indian pottery, which was quite different from traditional Pueblo pottery. The Pueblo Indians began making figurines, small jars and dishes to be sold to tourists as souvenirs, and even began wholesale distribution of their wares. This marks the roots of both tourism within the United States, and also the effect of industrial capitalism on the art of an isolated culture. Although these items were made for tourist consumption, their proliferation would bring Native American art to students in the Eastern United States as tangible artifacts.

**Part II-Arts Education begins to evolve as a formal realm of studies. Please note there is overlap in influences and theorists.**

**1870s-**Beginnings of formal Art Education in a more contemporary sense.

The Massachusetts Drawing Act, passed by the state legislature in 1870 and prepared by John White, made the provision of free drawing classes for women, men and children mandatory in all communities with populations over 10,000. As a result of this act, twenty-three cities provided these classes for their communities. Despite funds not being included in this act, this gave people the opportunity to take part in art. *This was the benchmark or where Art Education truly begins in American Schools (and this would, in turn, influence the development of art education in other countries).* This act made it mandatory for state schools to incorporate art as one of the required subjects taught in the classroom. This act helped to produce draftsmen, who in turn would aid the economy as a part of the **Art for Industry Movement.**

Walter Smith, who later became the director of the new Massachusetts Normal School (training school for teachers) was brought from England to become the new supervisor of drawing in city schools and the first state supervisor of drawing, bringing with him a background in industrial drawing. This type of drawing, concerned with lines, geometric forms and common simple objects, was ridiculed by some as driving Art Education away from contemporary movements in American Art. Some also argued that industrial drawing did nothing to prepare students for an understanding of the world of or heritage of art. Advocates of industrial drawing saw it as a way to prepare workers for reading constructive drawings and to develop skill in accurate representation.

*Art Education, Scholastic and Industrial* by Walter Smith was published by J. R. Osgood and Company, Boston in 1872. This book was a reference for many groups and institutions that wanted to develop Art Education programs.

Walter Smith fell from grace in the 1880’s and returned to England where he died shortly afterward. Boston Public School Art League began the work of providing casts and two-dimensional reproductions to city schools. At this same time, *Art Museums in America* by George Fisk Comfort was published, describing his vision for art museums and their educational functions.

**1870-**The Metropolitan Museum of Art was founded by a group of American citizens who wanted to educate America's people through art. The massive collection of paintings the museum contains today was started by only 174 paintings that came to the museum from three private European collections. Today the museum is one of the premiere art centers of the world as it boasts one of the world's largest collections of Impressionist and Post-Impressionist art. The MET was founded by a group of Americans, including businessmen, financiers, and artists. The purpose of the museum is to bring art and Art Education to the American people. The museum's painting collection began right away with three private European collections consisting of 174 paintings, although it isn't until the 20th century that the museum is considered one of the world's great art centers.

15th Amendment is ratified forbidding denial of right to vote on account of race, color, or previous servitude (but women are still disenfranchised). Women enter University of Michigan for the first time since it was founded in Ann Arbor in 1817; by the end of the 1870s there will be 154 coed colleges in the U.S. up from 24 at the end of the Civil War.

**1871-**Edward Mitchell Bannister, the first African-American artist to earn recognition as an American regionalist painter, became one of the founding members of the Providence Art Club. The PAC was a basis of what is now the Rhode Island School of Design. By some, RISD is considered to be the "Harvard" of art schools in this country. Indian Appropriation Act passed by Congress on March 3 makes Indians wards of federal government. P.T. Barnum's Circus opens and grosses $400,000 in its first season; in 1872 it will become the first circus to travel the country by train and two years later it will be playing to 20,000 people per day. Today, Barnum's circus continues to be a part of popular culture as the Ringling Brothers Barnum & Bailey Circus.

October 8-9, Great Chicago Fire destroys 3.5 square miles of the city. Many U.S. cities suffer extensive losses from fires during the 19th century; replacing buildings destroyed by fire gives architects the opportunity to develop new styles.

**1872-***Art Education, Scholastic and Industrial* by Walter Smith was published by J. R. Osgood and Co., Boston. This book will be a reference for many groups and institutions that want to develop Art Education programs. The Metropolitan Museum of Art opens in New York City. It would move to its current site in Central Park in 1880.

British art critic John Ruskin establishes his Drawing School at Oxford University. In Rochester, New York, Susan B. Anthony and other women's rights advocates are arrested for trying to vote on November 5 in presidential election. H.H. Richardson introduces Romanesque architecture in Boston's Trinity Church. Olana, the home built for the painter Frederic E. Church on the Hudson River, was completed in a style derived from Islamic precedents.

**1873-**Massachusetts Normal Art School established to prepare art teachers. Today, the school continues as the Massachusetts College of Art. U.S. Bureau of education conducts a survey "'in order to ascertain what opportunities are afforded for art-training and what public art collections are at present existing in this country'" (quoted in Efland & Soucy, 1991, p. 502). Syracuse University, founded in 1870, establishes a College of Fine Arts with George Fisk Comfort as Dean. This is the second U.S. college after Yale, to grant degrees in fine arts.

Louis Prang, who will become Walter Smith's publisher, wins a medal for artistic excellence in chromolithography at Vienna exposition.

Financial panic strikes in Europe and spreads to U.S. September 19 with another Black Friday and falling prices; the stock exchange is closed for ten days. By the end of the year about 5,000 businesses have failed and millions of Americans are depending on soup kitchens and other charities.

*St. Nicholas Magazine* for children begins publication under editorship of Mary Mapes Dodge who wrote the popular novel for young people *Hans Brinker, or The Silver Skates* published in 1865.

*The Gilded Age* by Mark Twain and Charles Dudley Warner exposes political and business corruption in the United States since the Civil War.

The Grange, a voluntary organization for the educational and social needs of farmers founded in 1867, reaches its peak membership of 750,000. Voluntary associations, such as the Grange, provide educational opportunities for Americans aspiring to better their lives.

**1874** About this time, Louis Prang publishes the first American Christmas cards, an indication of the rise of popular culture, desire for images, growth of holiday symbolism, commercialization and secularization of a religious holiday. Critic E. L. Godkin writing in *The Nation* opposes chromos. Charles Elliot Norton is teaching fine arts at Harvard. During the 1874-75 academic year, Vassar requires history of art for all first-semester seniors. An Art Education association is established at Massachusetts Normal Art School and lasts until about 1877. Corcoran Gallery of Art opens in Washington, D.C.

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The Chautauqua movement for informal education starts with a summer training program for Sunday school teachers on Lake Chautauqua, New York. By 1877 more than 100,000 people will be signed up for correspondence courses; by 1885 the Chautauqua Press will list 93 titles and there will be more than 30 different Chautauquas in more than 30 states.

The Salon des Independents in Paris shows the first Impressionist canvases including Monet's *Impression: Sunrise*.

**1875-**Louis Prang begins publishing Walter Smith's Art Education textbooks. Syracuse Social Art Club is founded by Mary Dana Hicks who serves as first president of this women's club devoted to the Art Education of its members. Lemuel Wilmarth established The Art Students' League of New York after the National Academy of Design had closed its art school. Unlike the Academy, where one had to be elected to a relatively small and elite group of artists, the Art Students' League offered membership to any candidate with acceptable moral character and the means to pay his due. It has been a major force in the course of events that caused the art capital of the world to move from Europe to New York City. It also has intimately involved with almost every significant art movement in this country. [Emily Chiang, Spring 2002]. Wellesley College was opened and includes fine art in its curriculum. Alexander Graham Bell invents the telephone. Thomas Alva Edison perfects a duplicating process that uses a wax stencil and about 1880 will license it to A. B. Dick who will begin selling a mimeograph machine in 1887. U.S. Congress passes a Civil Rights act guaranteeing blacks equal rights in public places and banning their exclusion from jury duty; Tennessee passes first "Jim Crow" law prejudicial to African Americans.

**1876-**The Centennial Exposition was held in Philadelphia, a world's fair in celebration of the 100th anniversary of independence from Britain. Drawings done in Massachusetts’ schools under Walter Smith's supervision are exhibited, as are drawings done in other cities. The Philadelphia Museum of Art is founded. The University of the Arts, located in Philadelphia, was originally founded in the year 1876. Many institutions emerged in response to the interest in art and Art Education that was stimulated by the country's Centennial Exposition, which celebrated the anniversary of the founding of the United States. This institution was among the first to contribute to the formation of an American tradition in arts education. The current school is a combination of The Philadelphia College of Art and Philadelphia College of Performing Arts, meaning that the university not only offers the visual arts, but also incorporated the performing arts like acting, singing and dancing as well. This combination offers students a variety of choices within the art field, ranging from design, media arts, fine arts, and crafts to museum and Art Education. [Michele Marmero, Fall 2002]. Mount Holyoke opens college art gallery. *Manual of Design* by Richard Redgrave is published by Chapman & Hall, London. Bell gets patent on the telephone and demonstrates it at the Centennial Exposition; Edison improves the telephone to make it more practical. June 25, Battle of Little Big Horn is fought. Melvil Dewey, Amherst College librarian, develops Dewey Decimal System of classifying library collections. Robert's Rules of Order by US Army officer Henry Martyn Robert establishes authoritative rules for democratic procedure in any self-governing organization.

**1877-***Art Education Applied to Industry* by G. W. Nichols is published by Harper and Brothers, New York.

Ellen Gates Starr, enrolled at Rockford Seminary, meets Jane Addams. The two friends will co- found Hull House, the Chicago settlement based on British precedents. Smith College offers lectures on history and principles of fine arts to all students. February, T. C. Horsfall's letter on importance of art for the lower classes published in *Manchester Guardian*. Horsfall's letter was (praised by Ruskin) in July and Horsfall's work will provide one model for art exhibitions at Hull House. Disputed election of 1876 is settled and Rutherford B. Hayes becomes President on March 2. Economic depression continued in the U.S. Strikes in response to railroad wage cuts result in violence; first "low-rent" housing project is opened in Brooklyn, NY. Anti-Chinese riots in San Francisco mark growing intolerance toward people of color. U. S. Government relocated Nez Perce and Apache Indians. Telephone exchange established in Lowell, MA, as telephone service begins to spread. Thomas Alva Edison demonstrates first phonograph on November 29.

**1878-**About this time, Mary Dana Hicks moves from Syracuse to Boston to work at the Prang educational Company. Between 1878-1900, Louis Prang opens branch offices for The Prang educational Company in New York City, Philadelphia, San Francisco, London, Berlin, and Melbourne. The logo for the Prang educational Company was the anthemion, seen at left. This floral ornament was often used as an antefix, to conceal the ends of roof tiles on ancient Greek buildings. Walter Smith named the collection of research papers produced by the student Art Education club at the Massachusetts Normal Art School *The Antefix Papers*. October 15, the Edison Electric Light Company is founded.

**1879-***Art in the House* was written by J. Van Falke (Charles Callahan Perkins, ed. & trans.) and published by L. Prang, Boston. Edison demonstrates the first practical incandescent light bulb. The growth of electric lighting will have an impact on interest in color theory.

**1880s-**The Child Study movement was underway, led by psychologists and educators who agreed that schools needed to serve new functions and should adapt to the needs of the developing child. The education system was evolving from an institution that treated children as miniature adults into one that focused on specific needs and individualism in children. The catalysts for the movement included G. Stanley Hall, Freud, and Dewey. **1880** March 30 - Opening of the Metropolitan Museum building in Central Park, New York City. This was also the end of the "Nomadic" Metropolitan Museum for it now had a permanent building. This grand opening was just the beginning of many more art museums in New York City and other big cities around the United States. Art museums and institutions are dedicated not only to displaying art for the general public, but also to educating them.

**1881-**Charles Leland opens the Industrial Art School in Philadelphia enrolling 150 students with the goal of encouraging not only mental development but also preparing children for work. Students, ranging from ages 12 to 15, were selected from grammar school to be in these manual training programs. First the students were trained in design and drawing and then in such areas as wood- cutting and needlework. The huge success of the school influenced other educational institutions at the time.

**1883-**Some thirty years after its own start, the National Education Association established a Department of Art. Not only does it give educators guidelines and ideas to use in the classroom, but also the NEA discusses and aids in solving major issues in education.

**1884-**J. Liberty Tadd becomes director of the Philadelphia Industrial Art School. Tadd pioneered the concepts of drawing instruction in connection with the two halves of the brain. Among his ideas were ambidextrous drawing, drawing with the non-dominant hand, and drawing with the eyes closed.

**1884-**Unsatisfied with common schools, Catholic immigrants, especially Irish Catholics, found it necessary to open their own schools. Catholic parents did not want their children to go to the public schools because they were dominated by Protestant values. The Catholic children in public schools were plagued with anti-Catholic and anti-Irish statements in textbooks and with ridicule from peers. This struggle raised the question of whether common schools were truly common, and also marked the beginning of the parochial school system in America. Art educators have had to re-think the values that they teach through their projects, specifically, for example, the Anglo values taught with use of holiday art assigned for Christian holidays (i.e. Christmas projects: stockings, Santa Clauses, Christmas trees).

**1887-**Charles Pratt (1830-1891) always dreamed of establishing an institution where students could learn through the "skillful use of their hands". On October 17, 1887, Pratt opened the Pratt Institute in Brooklyn, New York. Today, students go through a rigorous admissions process to study art and design. architecture, and several other programs of study. Pratt Institute follows the motto "be true to your work and your work will be true to you" The Pratt Institute of New York was established by Charles Pratt to provide training for artist and draftsmen. It contained normal art departments whose purpose was to prepare art teachers and supervisors. Pratt dreamt of finding an institution where pupils could learn trades through the skillful use of their hands.

**1888-**George Eastman (1854-1932) developed the first mass-produced camera that could be store-bought known as the "Kodak." This innovation made it possible for amateurs to own cameras and explore the medium of photography. By producing smaller, less expensive cameras, Eastman's invention helped to increase the popularity and further exploration of photography, thus broadening the horizons of learning about art through photography. **1890** Milton Bradley publishes the book *Colour in the Kindergarten.* This book, the last in a series of four, teaches children the standard six colors. Along with this series, Bradley also develops kindergarten manuals and newsletters to aid teachers in teaching color theory to their students. [

**1890-**Milton Bradley (1836-1911), who began his career as a lithographer, wrote the book *Color in Kindergarten* that introduced six standard colors and their complements. He also produced color construction paper to be used in the classroom. A big supporter of the Kindergarten movement, he encouraged the use of prisms, color paper and color wheels to help children learn color and as a result developed colored construction paper and other art supplies to assist color learning in kindergarten.

**1890s-Early 1900s** Picture Study Movement began.

**1890s-Arthur Wesley Dow (American painter, printmaker, photographer and art educator 1857-1922),** who taught at Columbia University, the Arts Student League and Pratt Institute was concerned with analyzing the structure of art and sought to develop a systematic way in which it could be taught particularly the elements and principles of design. Many contemporary art curricular are organized on the basis of a list of design elements and principles. His ideas were published in the 1899 book *Composition: A Series of Exercises in Art Structure for the Use of Students and Teachers.*

**Walter Sargent (American painter, educator, author, 1868-1927)** taught at theUniversity of Chicago and was the author of *The Enjoyment and Use of Color; How Children Learn to Draw, and Modeling in Public Schools. His work* focused on the process by which children learn to draw. He believed there were three factors that influenced children's ability to draw:

1. The child must want to say something, must have some idea or image to express through drawing.
2. The child needs to work from devices such as three-dimensional models or pictures in making his drawings.
3. Children often learn to draw one thing well but not others, so that skill in drawing is specific; a person could be good at drawing houses or boats and not good at drawing horses or cows.

. . . echoed in current literature of art education . . . Brent & Marjorie Wilson: "Tony's drawings, like the spontaneous drawings of most children, are produced to tell a story, to relate an event or to tell what some subject was like . . . . The process of losing innocence in art involves the acquisition of rationalistic conventions--this imitative process which has for too long remained hidden . . . this borrowing and working from pre-existing images sometimes began before the age of six . . . Our third major observation is that individuals employ a separate program for each object which they depict . . .In the case of those objects that are well drawn, they have repeatedly played essentially the same program, sharpening their ability to recall the desired configuration easily from memory . . . . On the other hand, programs that are poorly run are characterized by vague memories of graphic configurations, halting movements and transitions, few established sequences with which to flow through . . . " [Wilson and Wilson, "An Iconoclastic View," p. 9].

**Functionalism/Dewey**-There is a growing interest in psychological concepts related to Darwinian Biology. The mind is thought to be the chief factor in adapting to the environment. Hence-the mind was said to consist of functions rather than static structures. There was some concern with the relationship of learners to their environment and to the society in which they lived. Experience and education are not synonymous. Education involves the direction and control of experience. A meaningful experience implies some measure of control for future experience. Knowledge is not static. Learning must lead to more learning. The process is never ending. [Learn by doing and mental recapitulation].

**1893-**Gabriel Lippmann (1845-1921) developed the photochrome and the first color portrait was produced. The process for the print involved pouring pure mercury over the plate on the side of emulsion, which faces away from the camera lens during exposure to light. This procedure turned the plate into a mirror and the waves of light were reflected off the mirror and back into the incoming waves. A pattern of interference from the waves is left on the plate to produce the image. Today, photochromes are obsolete, but they were very influential in the development of modern day color photography. Even with the discovery that photographs could be done in color, many photographers saw color photos as out of place in photography until the 1960s and 1970s when colors being used in commercial advertisement spread over to the art world.

**1895-**The first radiograph or x-ray image was produced by Wilhelm Konrad Roentgen (1845-1923). The image produced by the x-ray is known as a phonogram, which is as "a photograph with complete interior orientation" (Hallert, 1970). The process Roentgen discovered was to take a photo plate and place it behind an object that was getting struck by beams of cathode rays. Differing from W.H. Fox Talbot's discovery of the negative process in 1840, this discovery propelled the use of photography into many other areas such as chemistry and other sciences. However, without Talbot's invention x-ray photographs possibly wouldn't have been discovered. The radiograph brought about different perspectives and techniques to be used in photographic education. Albert C. Koetsier, a modern day photographer, has found a way to use x-ray imaging in his unique photographs.

**1896-**In this year, the well-known psychologist Jean Piaget was born. One of Piaget's most recognized theories dealt with the stages of cognitive development in children. Piaget stressed that children go through a series of stages in development that allow them to grasp certain understandings at certain times in their development. He felt that it was important to support a child with the right kind of education that fit his or her own developmental needs. Piaget believed children progress through four stages: the sensory-motor stage, the preoperational stage, the concrete operations stage, and, finally, the formal operations stage. These stages of intellectual development in a child highly relate to the general developmental patterns children undergo with artistic development, especially with drawing development in children.

**1896-**John Dewey creates the Laboratory School at the University of Chicago (1896-1904). It was an experimental elementary school that contributed to the development of Progressive education. There were a wide variety of activities available for the students. John Dewey began an experimental school with twelve students and two teachers at the University of Chicago. This school was intended to allow the children to grow mentally, physically, and socially. In addition, it was intended to teach children to become creative, critical thinkers and a place where the children would learn life. Lastly, John Dewey seriously believedthat the children should grow as individuals and experiment with their naturally born curiosity and their desire to be social.

**1896-**The Carnegie Museum of Art opens in Pittsburgh, Pennsylvania. The Carnegie is arguably the first museum of modern art in the United States. Along with its vast collection of European and American art, the museum offers an assortment of art classes and summer camps to learners of all ages.

**1896-**Homer Plessy, a 30-year old black man, is jailed for sitting in the "white" car of the East Louisiana Railroad. Plessy goes to court arguing his arrest violates the Thirteenth Amendment, which abolished slavery, and the Fourteenth Amendment, which states that every American citizen is to be treated equally. On May 18th, a decision is reached in the ***Plessy v. Ferguson*** case. It is decided that separate facilities for blacks and whites are constitutional as long as they are equal. This "separate but equal" idea quickly spread to other public facilities such as restaurants, rest rooms, and public schools.

**1896** Henry Ford (1863-1947) designed his own self-propelled Quadricycle with four white wheels that looked much like bicycle wheels, steering like that of a boat tiller, and with only two forward speeds. In 1908 the famous Model T begins being manufactured, and in America, creates a new platform for design, style, and creation in the form of transportation.

**1897-**James Hall made a bold step when he declared in his book, *With Brush and Pen*, that art teaching should promote children's creativity and self-expression and encourage them to see and create beauty. He discouraged earlier art teaching methods, such as those promoted by Walter Smith, because he said that they limited children's imaginations.

* **Maria Montessori (Italian doctor, educator and humanitarian, 1870-1952)** began to develop her philosophy and methods of education that she referred to as “scientific pedagogy”. She believed in a constructivist approach where children’s education should have an emphasis on independence, freedom within limits, and respect for a child’s natural psychological development. This philosophy languished somewhat after published criticisms, but has had resurgence in popularity since the 1960s.

**1898-**The Worcester Art Museum was opened by Stephen Salisbury III, who declared that it was "for the benefit of all people." It has been described as the finest small-scale art museum in the country and its collection spans 50 centuries.

**1898-**Eugene Ashton and Ella Perry publish the Perry Magazine for School and Home through 1906. The Perry Magazine was a marketing and communications vehicle from a company involved in schoolroom decoration and the picture study movement at the end of the nineteenth century. The magazine promoted the use of small, inexpensive, reproductions of fine art and contemporary photographs in lessons. Many of the articles in the Perry Magazine contained lessons about moral and ethical issues as well as art history and art appreciation. The content of the Perry Magazine was determined by the economic, social, and political issues of the day. Eugene and Ella met as school principals in Provincetown, Massachusetts. The story of their marriage and business is one of success as capitalist ventures. Having been teachers they understood what teachers needed. The Perry Magazine had a large influence on the introduction of art appreciation and art reproductions into the public school curriculum. Before the publication of the Perry Magazine only the elite had access to fine art.

**1899-Arthur Wesley Dow (American painter, printmaker, photographer and art educator, 1857-1922)** – Promoted the movement Art Education for Art Production that was quite revolutionary at the time. He believed that instead of copying nature, art should be created by elements of the composition, like line, mass and color. His 1899 book *Composition: A Series of Exercises in Art Structure for the Use of Students and Teachers* was very influential. Dow taught many famous artists including Georgia O’ Keefe.

**1900s**- **Art Education for Creative Development and Mental Health** began.

**1901** *School Arts Magazine* first appeared as *The Applied Arts Book*. For an annual fee of one dollar, teachers who subscribed were sent a copy that promised to instill in children" a perceptual interest in the coming of beauty into life." This popular journal for art educators was renamed *School Arts Magazine* in 1903. Henry T. Bailey, known as an advocate for Art Education, contributed much effort to the making of this book and served as editor from 1903 to 1917. *School Arts Magazine* is still in use today and is considered a reliable source for art educators and art education historians.

**Early 1900s**- **John Dewey (American psychologist, philosopher and education reformer 1859-1952).** A highly influential writer in education and art education, Dewey was one of most important theorists in developing early philosophies for art education. His writings would be the philosophical base for the **Progressive Movement** that had its roots in the 1890s and peaked in the 1930s. The tenets of progressivism stated that education must be based on the principle that children learn best in real-life activities with other people. Many of Dewey’s ideas became so exaggerated that he felt compelled to write a number of books addressing clarifying his views.

**E. L. Thorndike (American Psychologist-Teachers College-Columbia University) based his education theories on Stimulus-Response [S-R Theory].** Learning consists in the establishment of a series of connections or pathways in the brain resulting form a specific response to a stimulus. The Synapse [gap] between nerve endings resists the stimulus - thus repeated stimuli bridge the gap. Repetitive drill. Breaking the learning down to parts or connections and develop through drilling an elaborate and intricate system of connections. Still applied to reading and math. Learning is through trial and error, is incremental, not mediated, based on readiness, humans learn by doing and that learning is based on prior knowledge.

**Gestalt Psychology-** The phrase "The whole is greater than the sum of the parts" is often used when explaining Gestalt theory.These two had a strong influence on contemporary art education. Organism acts as a total entity [in learning]. It does not exercise only certain parts. Wholes are primary. Parts derive their properties and their behavior from the whole.

**Franz Cizek (Austrian, portrait painter, teacher and art education reformer 1865-1946).** Best known for his work dealing with children's artistic expression. Cizek was appointed chief of the Department of Experimentation and Research at the Vienna School of Applied Arts in 1904, after studying art, and several successful teaching posts he began to develop specific ideas about children’s art. He encouraged children to present, in visual form, their personal reactions to happenings in their lives. He maintained that it was not his aim to develop artists but to develop the creative power he felt was inherent in all children that he felt blossomed in accordance with "natural laws." [W. Viola, *Child Art and Franz Cizek*. (New York: Reynal and Hitchcock, 1936] The contemporary belief that children, under certain conditions, are capable of expressing themselves in a personal, creative, and acceptable manner derives largely from his work in Vienna, however, he was unable to develop an adequate pedagogy to make his ideas practicable and consequently art programs developed that lacked direction or discipline and that often became chaotic. Critics felt that when children were left to their own devices in the school setting, without stimulus and guidance from a teacher, the educational outcomes were often minimal. Optimal learning needed to be fostered in a setting where a sensitive teacher balanced individual expression and creativity with meaningful structure and guidance.

**1902-** On September 30th Binney & Smith incorporated. At the time they were merely a distributor of carbon black, a substance used on car tires. However they would grow tremendously as a company from this point on. They would add crayons to their product line in the following year and later create colored pencils, markers, and many, many other art materials for use in home and school settings. They would eventually become an American icon, distributing crayons by the millions to the U.S.A. and many other countries around the world. Binney & Smith created the world's first dustless chalk to be used in schools. Teachers had been complaining that chalk always crumbled when they tried to write, so Binney & Smith decided to answer this by producing An-Du-Septic. The chemists for the company used a process of extrusion, which gave weight to the particles of dust. Two years later this innovation was hailed at the St. Louis World Exposition and took home a gold medal for the company.

**1903-**Binney & Smith produced the first box of Crayola crayons that included eight colors; red, orange, yellow, green, blue, violet, brown, and black costing five cents. From this point on, crayons will become a widely used medium. They will be incorporated in art classes and widely used by children, of all ages, at home since they are now affordable and safe.

**1905-**Alfred Binet (1857-1911) developed the first intelligence test known as the Binet Test. His work has been further developed into the Stanford-Binet Intelligence Scale that formed the basis for many intelligence tests used today. Binet was associated with the French Society for the Psychological Study of the Child.

**1908** Artists Henri, Sloan, Luks, Glackens, Shinn, and Lawson called themselves "The Eight" and brought a more radical view of the art world to the conservative New York art community. This group was often referred to as such names like "Black Gang" and "Apostles of Ugliness" because the contemporary art that they exhibited at Macbeth Gallery went against the traditional critics. This is important to history because like so many other advancements in art, a radical step was taken to awaken the awareness of modern ideas.

**1909-**Futurism starts in Italy, led by the poet Marinetti. It was a forceful movement that brought about some changes to the Cubist approaches to painting. It influenced other artists and art movements to come.

* Ella Flagg Young was appointed superintendent of Chicago schools. She was one of the first women to hold this position in a large city. In 1910, she became the first women president of the National Education Association (NEA). She established teacher's councils and held meetings encouraging teachers to participate in policy and curriculum decisions, which led to the formation of the Chicago Teachers' Federation (CFT). Ella encouraged democratic school reform by attempting to abolish conservative administrative control that fueled conflicts between teachers and school boards.
* The National Association for the Advancement of Colored People (NAACP) is formed. In the early 1900's the goal of the group is to fight segregation. Today the NAACP still continues to take a stand against racial discrimination. Art educators and students benefit from this association by its approach to gain equality in schools.

**1912-**Franz Cizek held an exhibition of paintings and woodcuts by his students in Great Britain to raise money for his Juvenile Art Class. Franz Cziek was an internationally known Viennese art teacher and artist in the 1st quarter twentieth century. His juvenile art classes began in 1897 and he exhibited works of art by his students regularly in Britain between 1920 and 1935. Americans first saw the work of his students at the London Congress in 1908 and by 1923 his students' work was shown at the Metropolitan Museum of Art. Such exhibitions of child art, along with the child art movement promoted the idea of the 'child as artist' and supported the free 'natural' art making of children opposed to the traditional regimented school art of the time.

* Alfred Stieglitz opened an exhibition in his New York 291 gallery displaying artwork from children ages 2 to 13. This exhibit wasn't set out to prove the prevailing belief that any child could paint like modern artists but that children's artwork displayed 'universal humanity through its genuine, expressive and free qualities that he felt were killed by Art Education at the time. This exhibit questioned the accepted standard art practices in American schools. Children, as artists, began to be taken much more seriously in the spring of 1912 when Alfred Stieglitz displayed the first serious exhibition of their artwork at his prestigious art gallery at 291 Fifth Avenue, New York, New York.
* The technique of collage is introduced to the world. Collage is a process of cutting and pasting a variety media together to form a composition. This art form is not only a good technique for art educators to use but it also provides a good history into art making.

**1913-**The Armory Show was held in New York City. This show was an International Exhibition of Modern Art organized by the Association of American Painters and Sculptors to introduce and create enthusiasm for the "moderns" of Post-impressionism, Fauvism, Futurism, and Cubism.

**1914-1918-World War I**

**1915-** John Dewey wrote *Democracy and Education-*Every social arrangement is educative in effect, the educative effect first becomes an important part of the purpose of the association in connection with the association of the older with the younger.

**1919- Rudolf Steiner (Austrian scientist and philosopher, 1861-1925)** developed a school with a radical philosophy in the wake of WWI called **Waldorf Education.** The vision was that this new kind of school would educate human beings able to create a just and peaceful society. It defied the conventions of the time in being coeducational (bringing boys and girls together in the classroom), open to children of any background (without entrance examination), comprehensive (from preschool level through high school), and independent of external control (a self-governing administrative unit).

**1920-**The Harlem Renaissance begins. New African American art, literature and music brings new ideas and cultures to the United States, not only affecting African Americans but all of society. It was the beginning of new artists and writers such as Palmer Hayden and Langston Hughes, who gained their popularity at the time.

**1920-Florence Cane (sister of Margaret Naumberg-see 1947)** developed what is known as the scribble technique. Introduced into schools in the early 20th century, this technique was also used by many therapists at the time. The scribble technique was supposed to produce spontaneous imagery coming from the unconscious. In addition, this would introduce creativity and individuality into the art classrooms of the schools.

**1921-**Hermann Rorschach (Swiss Freudian psychiatrist and psychoanalyst, 1884-1922) developed the Inkblot Test, a technique designed to reveal aspects of personality. It consisted of 10 cards, shown to an individual who would be asked to describe what he or she saw. Projective testing was based on the assumption that when someone was asked to describe an ambiguous stimulus, feelings and personality would be reflected in the answers. This particular test paved the way for later projective tests such as Buck's House-Tree-Person Test and Florence Goodenough's Draw-a-Man Test, all of which use concepts favored by art therapists for analyzing drawings.

**1922-**Caucasian philanthropist William E. Harmon founds the Harmon Foundation that recognizes and assists African American Artists. This foundation encouraged African Americans to create art reflective of their culture. To achieve this goal, the foundation sponsored traveling exhibitions displaying these artists' works. Some examples of these African American artists included William H. Johnson, Meta Warrick Fuller, Hale Woodruff, Beauford Delaney, and Lois Mailou Jones. Most of the works in these exhibitions, by the African American artists, consisted of paintings and sculptures. These exhibitions gave Americans a first time look at the art of African Americans. The Harmon Foundation also supported the development and expansion of Art Education programs in schools. The foundation also provided financial assistance to African American students who planned to continue their education at colleges and art schools in the United States.

**1923-The Bauhaus**, a government-funded fine arts school was founded in Berlin, Germany in 1919. In 1923, the Bauhaus directs its focus to industrialization in harmony with art. This new concept of art bonding with technology became a trademark of the Bauhaus artists, such as Laszlo Moholy-Nagy and Josef Albers. This trend towards industry and craft tempted artists to experiment with new ways of creating art, as well as new ways of teaching art and architecture.

**1924- Margaret E. Mathias** wrote a book titled, *The Beginnings of Art in the Public Schools* (New York, 1924). The book dealt with important Art Education issues concerning art inkindergarten, first and second grade. This book was regarded as the first well-known ArtEducation book for primary school teachers. Miss Mathias also wrote *Art in the Elementary School* (1929) and *The Teaching of Art* (1932).

* **Kurt Koffka (1886-1941)** wrote Th*e Growth of the Mind* (1924). Learning occurs after a consequence (touch something hot-you get burned). Learners acquire knowledge not by building bit by bit a system of neurological connections - but by achieving insight: Understanding of the relationships among the various aspects of the learning situation.

**1925-** John Dewey wrote *Experience and Nature,* in which hedeveloped of a theory of aesthetic experience.

* **Lev Vygotsky (Russian psychologist, founder of cultural-historical psychology, author, 1896-1934)** wrote *Psychology of Art,* but had a broad range of interests including child development and education. He is well known in education for his theories on the **“Zone of Proximal Development”** in which 2 features are predominant-subjectivity (2 individuals begin a task with different understanding and eventually arrive at a shared understanding) and scaffolding (a change in the social support over the course of a teaching session-successful change=learning).His work was highly controversial in his lifetime. Four basic premises of his work: 1) Children construct their knowledge, 2) Development cannot be separated from social context, 3) Learning can lead to development, 4) Language plays a central role in mental development.
* Miss Marion Richardson taught at the Dudley Girls High School where she developed her "child-centered approach" to teaching art. She believed that it was important to give student’s encouragement and guidance rather than imposing taste and aesthetic judgments. She developed a progressive way of teaching art to children by encouraging her students to use memory and visual imagination in producing art works, through exercises like Mind Picturing, Word Picturing, Beauty Tours, Observation Studies, Experimental Studies and Pattern and Handwriting. Miss Richardson was also known as a painter and printmaker. The original woodcut titled *Statue of Bartolomeo Coleoni, Lincoln Park, Newark* is an example of her work.

**1926-**Gustaf Britsch (German educator, 1879-1923) opened the Institute for "Science of Art and Art Education", (Institut fur theorestische und angewandte Kunstwissenshaft on Theresienstrasse), Britsch composed his theory on art as a universal mental process. His theory stated that art was a function of the mind, regardless of the person's age, nationality, background, etc. His wife published his theory after his death in 1926.

**1928** On November 18, Walt Disney released *Steamboat Willie*, the world's first sound synchronized cartoon. The lead character, Mickey Mouse, became an American icon that is still a part of society's popular culture. This character helped create the Disney Empire that exists today.

* The Philadelphia Museum of Art becomes a permanent museum, benefitting education in the arts, increasing the number of programs offered, and leading to an expansion in the number of people able to see artworks in person.

**1929** On November 8, the Museum of Modern Art in New York City was opened to the public. Founded by Lillie P. Bliss, Mary Quinn Sullivan, and Abby Aldrich Rockefeller, MOMA was the first museum to display works of modern art divided into six areas: architecture and design, drawings, film and video, painting and sculpture, photography, and prints and illustrated books. This world famous museum greatly contributed to the spread of the modern visual arts to a mass public. The Museum of Modern Art, 1932, 11 West 53rd Street, New York

* The Ohio School of the Air introduced radio Art Education to the United States. Prior attempts had been made to link art and radio but it was through the Ohio School of Air that art received academic acceptance by presenting subjects, including art over the airways. Henry Turner Bailey of the Cleveland Art Museum taught Art appreciation lessons Tuesday afternoons from 1:53-2:10. Art over the radio was an important event because it showed that picture study still played an influential role in Art Education in the United States.
* William G. Whitford, a professor of Art Education at the University of Chicago and author of the book titled *An Introduction to Art Education* (1929) portrayed Art Education history as a stream that meandered between fine arts and industrial arts. The chart was designed to show a center, vertical line representing the "Happy Medium" of all art training. The curving lines move from one objective of art training to another. Whitford also developed the four basic areas that an art curriculum should cover: drawing, design, construction and appreciation.

**1920s-1930s- Royal B. Farnum (American art educator, 1884-1967).** Taught at the Rhode Island School of Design and involved in the Picture Study Movement during the 1920s, 1930s and onward. He wrote *Education Through Pictures: The Practical Picture Study Course* (1931). It is easy to be critical of these early attempts at art appreciation. It was characteristic that the pictures chosen for study were not contemporary with the time, represented a narrow standard of "beauty," and often carried a religious or moral message. Art education until as late as the middle of the 20th century was more a reflection of lay artistic taste than it was a leader in shaping those tastes and in enabling students to experience the work on the artistic frontiers of their day." [Eisner and Ecker, *Readings in Art Education,* p. 6].

**1931-**Finger paints were first used by one of Ruth Faison Shaw's elementary school children at the Shaw School in Rome. The idea of finger paints came to Shaw when she sent a student to the bathroom to put iodine on his cut. When he did not return, she found him painting iodine all over the bathroom walls. Finger-painting was later instituted in America in April of 1936.

**1932**-The **Bauhaus** a renowned arts and design college located in Dessau, Germany came to an end. The school met its demise when the National Socialist party--which would later gain power as the Nazi party--declared it too "Bolshevist" to stay open. Accredited architect Mies van der Rohe made numerous attempts to save the school, yet despite his efforts, the Bauhaus ultimately fell. Rainer K. Wick claimed, "after the closure of the Bauhaus, its members were dispersed across Europe and the USA." Thus the closure of the Bauhaus allowed talented, experienced art educators to teach their skills throughout American higher education. For example, Walter Gropius began teaching at Harvard while van der Rohe "settled in Chicago, becoming Director of the College of Architecture, Planning and Design at the Illinois Institute of Technology" six years later in 1938. "The Bauhaus established concepts for the teaching of art and design that remained relevant more than half a century later.

**1933** In 1933, Owatonna Project was started in Owatonna, Minnesota. This was an educational project conducted in a small town in the Midwest to gauge the importance of art in general education. The project continued until 1938 and the findings were published in 1944.

**1934-**Professor Franz Cizek’s ideas about the nature of children and Art Education become widespread through his Exhibition of Children’s Art in London in 1934, and 1935. Cizek first founded his Juvenile Art Class in Vienna in 1897. Cizek's approach to juvenile Art Education opened the minds of many educators to a new way of teaching art. Cizek's main belief was that children should let their natural talents unfold freely, unhampered by vocational, or technical training from their teachers.

* In 1934, the Federal Art Project (FAP) was incorporated into the Works Progress Administration (WPA) of the New Deal plan. The goal of the FAP was to provide work for some of the many unemployed artists of the time. Those chosen artists were responsible for the decoration of public buildings and parks. The FAP served its purpose to not only employ citizens, but also to beautify the environment for the public, allowing the arts to raise the spirits of people from the time of depression. Participating artists in the FAP produced large quantities of work, as well as educated children and adults. The artists also lectured, and led a variety of other arts activities.
* **John Dewey** wrote*Art as Experience.* This is Dewey’s major writing on aesthetics that was based on a series of lectures at Harvard University which (simplistically) stated that art should be viewed as a process, a continuum that encapsulated the whole experience of art, not just the result--namely, the art product. He also called for expressiveness in art--emotion. Moreover, Dewey saw the experience of art as the deepest connection of a human being to the universe--a moral encounter. The book appeared as young modern artists in the United States were struggling to produce an art that would be (for the first time) the equal of European art.

**1937-**The Museum of Modern Art was given a five-year grant through the General education Board of the Rockefeller Foundation to establish its own Department of education to promote collaboration between secondary school curricula and museums. The Young People’s Gallery was one educational program, which started at the museum. The gallery’s main focus was to showcase the works of children.

**1937**-Fredrick G. Melcher suggested the Caldecott Medal to the American Library Association. The medal, which was named after the nineteenth century English illustrator Randolf J. Caldecott, was to be presented annually. The Caldecott medal was to be awarded to the artist “of the most distinguished American picture book for children published in the United States during the preceding year." The Caldecott medal assists the world to recognize the importance of art in children's lives. For centuries, illustrations have helped children to learn by providing them with a visual stimulus to aid in their reading.

* **Victor D’Amico (American art educator 1905-1987)** established the Young People’s Art Gallery at the Museum of Modern Art in New York. D’ Amico believed that art education for children should be based on making art - as opposed to the teaching of rote techniques - and throughout his career (which ended in 1969) he began and taught scores of art workshops, classes and programs based on the idea.
* The Provincetown Art Association and Museum (PAAM) was established in 1914 by five prominent artists (Charles Hawthorne, Oscar Gieberich, William Halsall, Gerrit Beneker and E. Ambrose Webster) and ten local business men and women. "The objects and purposes of this association shall be to promote and cultivate the practice and appreciation of all branches of the fine arts, to assemble and maintain in the town of Provincetown and environs a collection of works of art of merit, to hold exhibitions, and by forums, concerts and similar activities to promote education of the public in the arts and social intercourse between artists and laymen. To these ends it shall operate strictly within its charter as a nonprofit, educational, artistic and cultural organization." Provincetown’s reputation as an art center provided ample income for several art schools. Outdoor art classes were and still are used as part of the PAAM art curriculum. In 1937, "separate juries installed opposite gallery walls, with a coin flip determining that the modernists' work hung on the left. Throughout this period of conflict the basic business of PAAM continued: much of the artistic argument and discussion took place in the forums and discussions organized at PAAM by one side or the other."

**1938-** John Dewey wrote *Experience and Education* in which he proposed thatgood education should have both a societal purpose and purpose for the individual student.

**1939-**The International Style building of the Museum of Modern Art, designed by Philip L. Goodwin and Edward Durell Stone, opens at its 11 West 53rd Street location. The building is the Museum's first permanent home. The Museum had originally opened in 1929 in the Heckscher Building (corner of Fifth Avenue and 57th Street). The first site of the museum had only six rooms that were rented for galleries and offices. It moved for the second time in 1932 to a townhouse at 11 West 53rd Street, which is now part of the present site.

* Many classic movies came out in 1939. Some became very popular at the time and still continue to be popular today. Some of these movies include, *Gone with the Wind*, *Wuthering Heights*, *Stagecoach*, and *The Wizard of Oz*. *The Wizard of Oz* used innovative technology of the time and created a movie that was at first black and white, and then became color when the main character entered the fantasyland of “Oz”. *The Wizard of Oz* went on to win six Academy Awards, including, “Best Color Cinematography,” and “Best Special Effects.” Throughout the 1930’s the movies provided an inexpensive, brief relief for people to escape the often-harsh realities of what was going on in their lives.

**1939-1945 World War II**

**Post 1930s-** Developments in Art Education since the 1930s have been various. This is the beginning of Modern Art, Technology and Scientific Inquiry.

**1940-**John Biggers was an artist and teacher who was most famous for his murals. His work focused on telling the story of African American history and the importance of education. Biggers attended the Pennsylvania State University in the 1940's and studied closely under Lowenfeld. Two of Biggers' murals, *Day of the Harvest* and *Night of the Poor*, are displayed on the University Park Campus in the Burrowes Building. **1944** The Society of Industrial Designers was founded in 1944.

**1945-**J. Paul Getty purchased a plot of land just above Pacific Coast Highway and began to use its "Ranch House" as both a residence and a space for the display of his personal art collection. This was the beginning of Getty's extensive art collection that eventually developed into the J. Paul Getty Museum and Trust. **1946** In 1946, Jackson Pollock did away with the easel and attached his canvases to floors and also walls. He poured and dripped his paint from a can while using sticks and knives to manipulate the paint. At times sand, broken glass and other unusual materials were added to his paint. This style has come to be known as the "drip and splash" style.

**1946-**Mark Rothko is, like Jackson Pollock, one of the most famous painters of the 1940s. A graduate of the New York school, he created moving forms of abstract painting. His work also became increasingly symbolic during this new painting period.

**1946-***Highlights Magazine* for children published its first issue in Honesdale, PA. *Highlights Magazine* is a wonderful source for children's artistic inspiration and creation. In each issue there are several sections that encourage readers to send in original works of art. Some pieces are displayed with other original creations, such as short stories and poems, while others appear along with directions so that other children can follow along to create their own masterpiece.

**1947- The National Art Education Association** was founded with the merger of the Western, Pacific, Southeastern, and Eastern Region Art Associations, plus the art department of the National education Association (NEA). The NAEA consists of educators in all fifty states plus the District of Columbia, U.S. Possessions, most Canadian Provinces, U.S. military bases around the world, and twenty-five foreign countries. This organization was founded to promote Art Education through Professional Development, Service, Advancement of Knowledge, and Leadership. NAEA is a nonprofit, educational organization that has the potential to collaborate with federal education agencies and other national professional groups.

* **Margaret Naumburg (American educator and therapist, 1890-1983)** is considered the primary "mother" of and pioneer in art therapy in the United States. She was an educator as well as a psychoanalyst which gave way to her early research on the ability art has to make the unconscious conscious. She called her approach to this concept of art as a form of symbolic speech "dynamically oriented art therapy" which was deeply based on Freudian understandings. This led to the 1947 publication of her book on the concept of dynamically oriented art therapy as well as many other books that deal with the psychoanalytic aspect of the arts. Through her extensive work and writings on the psychoanalytic theory and her belief that art was a road to "unconscious symbolic contents," Margaret Naumberg helped the field of art therapy expand as well as be taken seriously in its early manifestations during the mid 20th century. In the words of an anonymous friend of Naumburg's, "She took the psychoanalytic patient off the couch and stood him in front of an easel."
* **Viktor Lowenfeld (Austrian, professor at Penn State, 1903-1960)** wrote *Creative and Mental Growth*, the single most influential book written on art education up to this time. This book described the characteristics of child art. Lowenfeld’s work was critical to the development of modern art education and the next generation of theorists. He believed evidence of aesthetic, social, physical, intellectual and emotional and growth is reflected in the art of children. He developed this into a theory of stages in artistic development. The stages consisted of (1) scribble; (2) preschematic; (3) schematic; (4) Dawning Realism; (5) Pseudorealism; and (6) Period of decision/crisis.

**1949-**The federal government followed growing post-war, public interest in the arts. In 1949, the Office of education reestablished, after many years, a position of "Specialist in education for the Fine Arts."

**1950-***If I Ran the Zoo* by author and illustrator, Ted Geisel, better known as Dr. Seuss, had been turned down many times before being published because of the somewhat violent illustrations. Dr. Seuss went on to create such books as *The Cat and the Hat*, 1957, and *Green Eggs and Ham*, 1960. Along with writing children's books, Geisel was a political cartoonist, advertising illustrator, and documentary filmmaker.

**1950-** Yves Klein, (French artist, pioneer of 1) was an early proponent of Nouveu Realisme, a forerunner of Pop Art, and 2) Performance Art, 1928-1962), sought to guide the world into a new "Age of Space", where "spirit" would exist free from form, objects would levitate, and personalities would travel liberated from the body. Klein brought new concepts into the art world by bringing signature elements that opened up minds to view art, not only as pictures but also as feelings. Children's drawings were now viewed as more than just blobs of paint; they were analyzed on a deeper psychological basis. This new theory made adults challenge the notion of "normal art" and become more susceptible to new and different ideas.

**1951-**In the spring, Archie Bray took his first step into creating his dream by building The Pottery on a brickyard that he had inherited in Helena, Montana. The purpose of the Archie Bray Foundation, in the eyes of Bray himself, was to "make available for all who are seriously interested in the Ceramic arts, a fine place to work." Here artists learned to use clay "loosely and freely." To date, the studio has had more than 200 visiting artists, from all parts of the world.

**1954-**In Topeka, Kansas, Linda Brown, a third grader, has to walk one mile across a railroad switchyard to get to the black elementary school, while there is a white school only seven blocks away. The Brown family, along with twelve other families, heads to the Supreme Court to argue over the biases in the local schooling system. The case, ***Brown v. Board of Education***, was the first segregation case to make it to the Supreme Court. On May 17, Chief Justice Earl Warren announces the Court ruled that separate educational facilities were inherently unequal. The Court also issued its enforcement decree for the desegregation of schools all across America. Although it will take years for the decree to be fully implemented, it is a huge step towards equality.

**1954-**Under pressure of church and school organizations, the comic publishing industry self-created censorship guidelines, known as The Comics Code, are put into effect. Parents felt this code would help end juvenile delinquency. Teachers hoped it would lead to less distractions in school and keep children from being exposed to alternative art forms that would clash with the school's art curriculum.

**1955-**"I could never convince the financiers that Disneyland was feasible because dreams offer too little collateral," mused Walt Disney. His dreams turned into reality when Disneyland was opened on Sunday, July 17 in Anaheim, California. The design of the park involved much detailed planning, which was done by Disney and a large team of studio designers. The park now offers ways for both children and adults to learn the art of filmmaking and animation, as well as “experience the magic". While Disneyland cost $17 million to construct, the first year alone brought in gross revenue of $10 million and crowds continue to flood the park year after year.

**1956-** Play-Doh was sold in stores for the first time. A chemist at a cleaning products company, Joseph McVicker (1929-1992), invented a dough-like material to clean dirt off wallpaper. Around the same time, his sister, a schoolteacher, complained about the hard and unworkable modeling clay her students had to use. McVicker reworked his wallpaper cleaner for her class and sold it to a department store. Play-Doh became the first nontoxic, pliable and child-friendly modeling compound to be sold. Children can easily express themselves in a three-dimensional medium in school and at home with the new Play-Doh. Teachers can demonstrate three-dimensional projects more easily with this softer modeling clay and make learning easier. To make your own version of Play-Doh google Homemade Play-Doh.

**Mid 1900s-Behaviorism/B. F. Skinner (American behaviorist, author, inventor, and social philosopher 1904-1990).** He believed the earner is a passive organism governed by stimuli that is supplied by the external environment. Behavior can be controlled and is able to be controlled by new and increasingly rigorous technology. Responsible for such contemporary concerns as Operant Conditioning, Positive and Negative Reinforcement, Apparatuses for Research, the identification of conditions and variables which can predict and control behavior. Education Evaluation, Measurement, and Testing have gained emphasis, as has the accountability movement in education--tending towards more precision in education in some areas.

* **Humanism-Carl Rogers (1902-1987)** 19 Propositions/ Abraham Maslow (1908-1970) Hierarchy of Needs/ Rollo May (1909-1994)-Stages of Development. Humanist psychologists believed the learner was the source of all acts and had freedom of choice. - A mesh of feelings, emotions, perceptions that are not all acted out in behavior. The goal of education should be to facilitate learning for only the person who has learned how to learn, adapt and change is an educated person.
* **Developmental Theory/ Piaget (1896-1980) Swiss Psychologist** who wrote on Cognitive Development. He was a pioneer in the Constructivist Theory of Knowing that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. Systematic and comprehensive theories of cognitive development. Evolution of thought and language. A Child's concepts [of the world, number, time, space] are aspects of intellectual development. Three major stages in childhood. Development takes place through interaction with environment. Active use of senses in learning. Development is sequential--neither flowering nor programmed. Knowledge of learner's characteristics essential to curriculum and instructional decision-making.

**Late 1950s- Split Brain Research.** There are two hemispheres to the brain. The experience of one-hemisphere functions quite differently from that of the other--They are integrated. Both need recognition. We should be aware of the kind of emphasis placed upon experience and learning in education. Schools have traditionally emphasized the verbal, symbolic, logical, analytical functions of one hemisphere and generally have ignored the intuitive, holistic functions of the other hemisphere of the brain.

**1957-**The Soviets launch the first artificial satellite called Sputnik. Americans believe that their schools have failed to provide enough good scientists to compete with their Cold War enemies. This concern leads to the National Defense education Act, passed in 1958, which greatly decreases the emphasis placed on Art Education in schools.

**1958-**The National Defense Education Act, NDEA, is passed by Congress and heavily supported by President Dwight D. Eisenhower. The act called for schools to emphasize science and math in the hope that children with natural ability in these subjects would pursue careers that would eventually aid the United States National Defense and thus outmatch the Soviet Union's military, technology and research. The arts were greatly de-emphasized during this time because they were considered frivolous, and artists were encouraged to analyze and censor their work closely to avoid being accused of communicating a message that could easily be misconstrued. The art community, realizing that the arts needed to be defended, argued that art was important because it fosters creative problem solving skills that would transfer to other spheres of human intellectual activity. Titles III and IV of the NDEA gave $70 million per year over the next four years for new equipment, materials, and better supervision. Title V gave $15 million for the four fiscal years following the act for guidance counseling, testing, and identification of able students in these areas of study.

* The National Aeronautics and Space Act of 1958 was passed to record the "strange new world of space." NASA's Space Art, "uses the medium of fine art to document America's space program for 'the expansion of human knowledge of phenomena in the atmosphere and space...for the benefit of all mankind."
* Barnett Newman paints his famous *Onement I*, a symmetrical painting with a single monochromatic "zip" down the center. By reducing the composition to nothing, Newman kills the preciousness of the painting as an art object and forces the viewer to apprehend the work more strictly in terms of ideas. The iconic ideals behind Newman's *Onement* would continue thematically in order to set the stage for other color field artists such as Mark Rothko, who through their art attempt to push painting beyond an art form into a religious experience.
* The term "Pop Art'' was first used by the English critic Lawrence Alloway in a 1958 issue of *Architectural Digest* to describe those paintings that celebrate post-war consumerism, defy thepsychology of Abstract Expressionism, and worship the god of materialism. The most famous of the Pop artists, the cult-figure Andy Warhol, recreated quasi-photographic paintings of people or everyday objects because "Everything is beautiful. Pop is everything."

**1960-**Now a popular children's toy, the Etch-A-Sketch, was first produced on July 12, 1960. Invented by Arthur Granjean and produced by the Ohio Art Company, this sand drawing toy allows for hours of entertainment. Children of all ages can perform countless drawings, expanding their minds and gaining a better concentration in artistic creativity. Although its signature color is red, you can now find this toy in a variety of different colors, shapes, and sizes. This unique toy has survived the test of time and will hopefully remain an admired item by all children

* The Mary Ingraham Bunting Institute of Radcliffe College, formerly known as the Radcliffe Institute for Independent Study, was founded with the intention of increasing the number of female artists represented in public and private collections. Upon its inception, the Institute received more than 2,000 inquiries from prospective fellows, or members. Advantages of becoming a fellow include financial assistance, inclusion in a community of other female artists, and access to all Radcliffe College and Harvard University resources. Bunting Institute Fellows include established and emerging artists working in a variety of media, techniques, subjects, and styles. More than 1,300 women, including scholars, scientists, artists, writers, and musicians have been named fellows since 1960. Bunting artists have validated the success of the Institute through several hundred one-woman shows; displays in the Boston Museum of Art, the Walker Art Center in Minneapolis, and the San Francisco Museum of Modern Art; and the reception of nearly ten MacArthur Genius Awards.

**1961-Carl Jung (Swiss psychiatrist and founder of Analytical Psychology, 1875-1961)** died after making extensive progress in the field of psychology. A former disciple of Freud, Jung was credited with the idea of the collective unconscious, an internal reservoir of impersonal cultural symbolism manifested in dreams and imaginings, shared by all humanity. He believed the unconscious played a strong role in personality development. Jung's work would later influence art psychotherapy, and art educators such as Viktor Lowenfeld.

* Youth Art Month was established in 1961 by Deborah Fanning, Executive Vice President of the Council for Art Education, and The Art & Creative Materials Institute, Inc. (ACMI), a nonprofit organization associated with art material manufacturers. Youth Art Month is an educational program that promotes the value of a quality Art Education nationwide. Every year during the month of March, special events are held across the country to spread their advocacy of art appreciation. Fanning states, "Students exposed to the creative process through art develop better problem solving skills, excel in other educational subjects, and gain in self esteem." Youth Art Month exhibits the shift from art's perceived aesthetic value to the increasing awareness of art's psychological benefits.

**1962-**Pop Art, initiated in England in the mid 1950s, becomes an accepted style in the United States. New York artist Andy Warhol has his first gallery exhibition of Pop paintings in Los Angeles, where he shows the landmark series of 32 Campbell soup can paintings. This exhibition, *New Paintings of Common Objects*, was the first American museum exhibition of Pop Art, organized by the Pasadena Museum of Modern Art (now the Norton Simon Museum.) This new art stylevalued the everyday life of popular and mass culture. As a result of the rise of Pop Art, printmaking became a basic part of the creative and economic activity of major European & American artists of the 1960s because print media fit the current styles: flat color, crisp edges, fluorescent inks, metallic papers, and an emphasis on reproduction.

* On July 10, 1962, the first television image was transmitted to space and back. The American flag waving in front of Earth Station was seen across the United States at four thirty-five that morning. AT&T declared their partnership with NASA in 1960. AT&T designed the satellite and NASA agreed to launch it. Within thirty minutes of Telestar's launch, the satellites were capable of sending out faxes, high-speed data, and live and tapped television. Telestar was the beginning of accelerated exchange of information across the globe. Because of television's capabilities for rapidly exchanging information, it gave the media a whole new dimension, the ability to infiltrate our lives with visual culture.
* The Cuban missile crisis was the peak of the Cold War. Americans had discovered a stockpile of SS-4 ballistic missiles in Cuba. This led to a stand-off between the Soviets and the Americans that terrified the nation, both children and adults alike, with the threat of nuclear war.
* The United States Office of Education establishes its Cultural Affairs Branch, providing important support for arts education. President Kennedy appoints Francis Keppel as Commissioner of education, who then appoints Kathryn Bloom to the Position of Arts and Humanities advisor the following July. Bloom headed the Arts & Humanities Branch of the United States Office of education, which in succeeding years grew to a staff of seven and was elevated to the status of a program. The program funded 17 conferences on the arts between October 1964 and November 1996. In 1964 the first conference was a Seminar on Elementary and Secondary School education in the Visual Arts, held at New York University and directed by Howard Conant. Its recommendations focused mainly on improving teacher recruitment and training.
* Marvel Comics published *Amazing Fantasy 15*, the first appearance of Spider-Man. Stan Lee wrote the story and Steve Ditko illustrated it. Ironically, the editor of the series at the time hated the idea and felt that the audience would be disgusted by a story featuring spiders. Spider-Man would eventually become a household name and one of the most recognizable fictional characters of all time.
* Central Midwestern Regional educational Laboratory (CEMREL) which developed curricula from educational research, created an Aesthetic education Program. This program introduced not just art, music, and dance, but also incorporated film, literature, and theatre to enrich the lives of elementary children.

**Abraham Maslow (American psychologist, 1908-1970)** and leading exponent of humanistic psychology publishes *Towards a Psychology of Being* (1962). Born in Brooklyn, New York, and educated at the City College of New York and the University of Wisconsin, Maslow spent most of his teaching career at Brandeis University. Judging orthodox behaviorism and psychoanalysis to be too rigidly theoretical and concerned with illness, he developed a theory of motivation describing the process by which an individual progresses from basic needs such as food and sex to the highest needs of what he called self-actualization—the fulfillment of one's greatest human potential. Humanistic psychotherapy, usually in the form of group therapy, seeks to help the individual progress through these stages commonly known as Maslow’s Hierarchy.

**1963-**John F. Kennedy is assassinated on November 22, 1963. President Kennedy was one of the most influential leaders in American history and left a great impact on the entire nation.

**1964-**The Civil Rights Act of 1964 was passed under eleven different titles to end desegregation. Title VII specifically declared it unlawful for employment discrimination on the basis of race, color, religion, sex, and natural origin. Along the same lines, Title VI declares it unlawful for any program receiving federal financial assistance to discriminate anyone, and to withhold money from those school systems that do discriminate. The Civil Rights Act of 1964 was put in place to help end segregation, specifically in the public school system.

* Head Start was one of the most important programs of the Economic Opportunity Act, passed by Congress in 1964 as part of the effort against the War on Poverty. Head Start was established so that children of the poor would have the opportunity to enter the educational system on equal terms with children from better economic backgrounds. Head Start programs were focused to help students in school, including the area of Art Education. Art was a part of many Head Start programs. Congressional and public support for the War on Poverty was diverted by the war in Vietnam and growing urban violence. Also a study by Westinghouse was released which found that cognitive gains made by Head Start students were lost by the third grade. This study challenged the idea that Head Start would eliminate school failure and poverty.

**1965-**The National Endowment for the Arts and Humanities is created by President Johnson.

**1966-**The National Organization for Women (NOW) was founded by women who wanted their voices to be heard, and one of their top priorities was education. They fought against the injustices of sexual discrimination throughout America. NOW's activist agenda called for equal opportunities in all fields of education, including women's roles in higher education.

* Governor William D. Scranton signs legislation for the Pennsylvania Council on the Arts. Act No. 538 states that the Council is charged with the encouragement and development of the various arts in the Commonwealth. The Council's mission supports the diversity, excellence, and importance of the arts in Pennsylvania and makes the arts more available throughout the state. Grants and fellowships are awarded annually to independent artists and community art programs.
* The Educational Resources Information Center (ERIC) was created by the U.S. Office of Education to provide educators with access to an extensive body of education-related literature. Today ERIC is the largest education database in the world, containing over 1 million records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. ERIC's collection makes it an important resource for all educators, including those in the arts. One benefit, according to Dr. Gilbert Clark, formerly of the ERIC Art Center, is the opportunity for educators across the country to access a variety of curricula
* In 1966 the first signs of an underground art movement, more commonly known as **Graffiti**, were seen all around the city of Philadelphia. The first known tag artists were Cornbread and Cool Earl who would *bomb*, or spray paint, underground subways and various other walls. The movement spread to New York; today this controversial art style can be seen in almost every large city around the world. This style has many different tag styles and scales and has become a competitive form of art around the world. Newspaper and magazine articles have been known to describe this art as either an act of vandalism or a new style that has the potential to be hugely accepted as a modern art form.

**1968-**The number of art teachers graduating from college increased by two hundred percent since the 1950s. The only other subject with a larger increase was foreign language.

**1969-**On November 10, 1969, Sesame Street made its first appearance on television. The program was created to help children with their transition from home to a school setting. The show gave kids a head start to learning numbers, colors, the alphabet, and social skills.

* In 1969 the **Internet** was launched. AT&T telecommunications network developed the UNIX operating system that made the Internet possible. The development of the Internet not only forever changed the way we learn and communicate, but opened the doors to a new realm of creativity.
* **Art Therapy** had been emerging as a distinct form of psychotherapy since the 1930's. Professionals who shared the belief that creativity and art were healing and life enhancing formed the American Art Therapy Association. The association was established to promote awareness and knowledge in the field, to set professional guidelines and standards, and to create new job opportunities. The creation of the Association brought a more conventional side to the field of art therapy. AATA is a national nonprofit organization with a total membership of close to 5,000 managed by an elected 11-member board. Two of its main accomplishments have been setting educational standards and requirements to become an art therapist as well as a clear definition of what is considered art therapy. Through the credentials required to become a certified art therapist, AATA recognizes differences and similarities between art therapy and Art Education found in the rationales and goals for art activities. Art therapy differs from education in that it deals mostly with the psychoanalytic value of the art making process and the healing ability of art. The American Art Therapy Association provides present as well as future art therapists with ethical standards for practice, necessary credentials, educational requirements, and help to be a successful and certified art therapist. This alternate route of therapy can be an effective use of the creative process as a mode of nonverbal communication. Art therapy encourages the healing process through the replacement of damaging behavior patterns with new life-enhancing practices.

**1970-** Robert Smithson (American artist, 1936-1973) was one of the founders of the modern art form known as earthworks or land art. *Spiral Jetty* was constructed to "explore chaos and order--how natural forces such as wind, rain, heat and cold would affect the work over time."

* Edmund Burke Feldman (University of Georgia and one of the foremost art educators in the United States) wrote *Becoming Human Through Art: Aesthetic Experience in the School*. He has written numerous books including *Varieties of Visual Experiences* (1972)*, Art as Image and Idea* (1967)*, Practical Art Criticism* (1993)*, Philosophy of Art Education* (1995)*, Thinking About Art* (1996).

**1971-**The *Amazing Spider Man #96* is released. Although this story features an anti-drug theme, it is still denied the CCA Comics Code logo because it shows actual drug use. Most vendors decide to sell the book regardless, fearing a lack in sales. This delivers a strong blow to the CCA. Teachers fear that if this trend continues that juvenile delinquency will rise again.

* Pilchuck Glass School is founded by glass artist Dale Chihuly and donors Anne Gould Hauberg and John H. Hauberg. Upon its founding, the school was simply a plot of forest in the foothills of the Cascade Mountains in Washington. Today, the school is recognized as the international center for glass Art Education. The school's glass art making facilities have developed considerably since the founding of the school and provide tools for instruction in all areas of glass making. These facilities are regarded as some of the best in the world. Pilchuck's fifteen-week intensive summer program attracts the best students and faculty from all over the world. The school's unique curriculum emphasizes immersion in art and creativity while requiring teamwork and collaboration between all students and faculty.

**1970s- Teaching for Artistic Behavior (TAB**) is a theory that began in the 1970s in the United States. TAB suggests that students should be the artists and so guided on their own individual artistic interests through technique lessons and critiques, while being exposed to art history as it relates to their own work.

* **Anime** and **Manga** art becomes popular in Japan (although it had much earlier precedents) and later in the 1990s gains popularity worldwide, especially among young people.

**1972-Graffiti** became a new American art form created by Black and Latino teens. A Puerto Rican sociology student, Hugo Martinez, established the United Graffiti Artists (UGA) in 1972. Prior to the creation of the UGA, graffiti was considered only as vandalism. The following summer, graffiti art, formerly found only in the streets, was introduced to upscale galleries in Soho, New York. This created a new respect for graffiti in the art world. Graffiti art is one way to introduce multicultural art to students in the classroom.

* The Woman's Caucus for Art was founded. The first year had a total of 4,000 members consisting of artists, teachers, administrators, students, and friends of art. The purpose of this organization is to promote further opportunities for women in the art community. This organization also focuses greatly on advancing the opportunities for people of color. This event is important because it shows the continuing struggle for women to be accepted as equal in the art community.
* The first part of Title IX was passed in 1972, protecting women in education from discrimination. The law states that, "No person in the United States shall be on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance." Women had traditionally been the teachers in schools, but had always been seen as the "weaker" and "lesser" sex. This law hoped to promote equality and to do away with sexism. Sexism was hindering the schools from giving students (especially females) better education. Title IX was a big step to creating equality in education.

**1973-**The National Endowment for the Arts began to devise a plan to expose all Americans to art. Plays, dances, critiques, interviews with artists and other art-related programs were to be shown on public television. In the 1970's television had become a major part of most American's lives. The use of television to bring art into the American home instead of people going out to see performances was a major advancement in Art Education. The National Endowment for the Arts often used the public broadcasting channels to present artistic series on television, giving Americans access to high quality performing arts.

* The Pennsylvania State Governor's School for the Arts was established in Mercyhurst College in Erie, PA; this completely free summer program included the visual arts, theater, dancing, music, and creative writing. The main emphasis at the Governor's school is to improve leadership skills and encourage young adults to create projects for bettering their communities.
* The Children's Museum of Manhattan (CMOM) was founded in 1973. The museum's intent is to engage children and families in learning through interactive exhibits and educational programs. In addition, CMOM teaches its audience about the cultural diversity within many societies of the world through the use of visual arts.

**1974-**The Dia Art Foundation was established in 1974. Artists in the 1970's were dramatically breaking the norms of modern art. Many of the art pieces became very large in scale as well as site-specific. Founders Heiner Friendrich and Philippa de Menil wanted to stretch the traditional boundaries of the modern museum to compensate for the ambitious modern artists. Dia initiates, supports, presents, and preserves modern works of art.

**1975-**Public Law 94-142 (PL 94-142, later known as the **Individuals with Disabilities Act)** was enacted as a result of many court battles concerning disabled citizens. More emphasis was placed on the rights of the disabled because many World War II veterans put pressure on the U.S. government. This law has been revised many times and now has eight concepts that form its legal basis: right to treatment, right to education (a.k.a. Zero Reject), free education, appropriate education, least restrictive environment, nondiscrimination, shared decision making, and due process. Because of this law, art educators in public schools must adapt lessons for a more diversified learning group. The law has also paved the way for the new wave of alternative schools, where the arts play an important role, and where Art Education and art therapy are combined.

* Congress passed Public Law 94-142, also known as the **Education for All Handicapped Children Act**, which required that an individual education plan (IEP) be written for each child. The IEP was designed to be a joint effort between the local educational agency and the child's parents or guardians. It was intended to provide handicapped students with an equal opportunity at a public education while preventing excessive federal involvement. This legislation resulted in ill-prepared teachers teaching mainstreamed special education students in regular classrooms. Furthermore, because art was considered one of the least restrictive programs in schools, art classes generally had a larger percentage of special education students than others.
* Perhaps the most important law created to support Native Americans in their struggle to retain their culture was the **Indian Self-Determination and Education Assistance Act of 1975**. This legislation gave tribes the power to run their own education and health programs through contract with the federal government. Important aspects of the ancient Native American way of life were preserved and passed along in school, rather than "whitewashing" the Native American children by teaching history from the white man's perspective and not allowing room to explorethe other aspects of their heritage; various visual arts, dance, music language, and religion could be studied and celebrated as part of the Native Americans' education program.
* The **Education of All Handicapped Children Act (PL 94-142)** became federal law. It required that a free, appropriate public education (FAPE), suited to the student's individual needs, and offered in the least restrictive setting be provided for all "handicapped" children. States are given until 1978 (later extended to 1981) to fully implement the law.

**1976-**The Joe Kubert School of Cartoon and Graphic art is founded. This is the only school in the world designed especially for students interested in comic books. Joe Kubert himself was a major comic book artist, and his two sons (Andy and Adam) have followed in his footsteps to work as illustrators. They even give guest lectures and teach courses at the school, giving students a chance to learn from seasoned professionals.

The Joe Kurbert School of Graphic Art is founded. JKS is the first and currently the leading school for formal training in comic book art. It offers a three-year program and the school is located in Dover, New Jersey.

**1977-**George Lucas released the first movie in the *Star Wars* trilogy. This was one of many films during a period of popular science fiction films. *Star Wars* is well-known for its special effects, visual design, and audiovisual innovation. Due to the lack of technology needed to create the effect desired, Lucas and his team had to invent technological methods along the way to make the scenes happen. Ultimately, Lucas did not get the result he had envisioned. So in 1997, Lucas went back and revamped the series. He restored the films, added new scenes, and beefed up special effects using new digital technology. The use of graphic designing programs allowed Lucas's original visions to come to life.

**1980-**The Corning Museum of Glass opens in New York. Teachers were able to take their students to the museum to observe glass pieces. Visitors are also shown glass blowing demonstrations, something very few high schools have the facilities to teach on their own.

**1980s- Discipline Based Art Education (DBAE)** came to prominence in the United States during the 1980s and 1990s, and it focused on specific skills including techniques, art criticism and art history. Current literature in the United States has shifted away from DBAE but many classrooms still use this model. Others have shifted to visual culture and diversity models. DBAE was strongly espoused by **Elliot Eisner, Professor at Stanford University**, one of the leading theorists in art education.

**1981**-MTV aired its first music video on national television. This had a huge impact on the visual culture and popular culture. MTV surpassed, and replaced the ever-popular radio; change the music industry by showing the emotions of the artists with their work. MTV introduced and continues to make the world aware of a wide variety of music genres, social problems, political issues, racial relations, and fashion designs.

* The National Museum of Women in the Arts is a private, nonprofit museum in Washington D.C., incorporated in December. It brings recognition to the achievements of women artists of all periods and nationalities. They were exhibited, preserved, acquired, and researched by women, and by educating the public concerning their accomplishments. The museum offers a wide variety of education programs for children, teens, adults, and teachers. Designed around three themes--Discovering Women Artists, Women in Performance, and Women and Creativity--the public programs expand knowledge of women artists.

**1982-**The Arts Council of the African Studies Association is established with a beginning membership of 750 people. The idea behind this organization is to promote scholarship and communication among those interested in Africa and African Diaspora art.

* Madeline C. Hunter's book, Mastery Teaching, is published. Her direct instruction teaching model becomes widely use as teachers throughout the country attend her workshops and become "Hunterized."
* Howard S. Becker (American sociologist, 1928- ) wrote *Art Worlds*. Becker viewed art as not being an object or event but rather something made and remade thus demystifying the work.

**1983-** *The Joy of Painting* television series, starring Bob Ross, first episode was aired in 1983. During the show, the soft-spoken Ross taught his audience an easy technique of painting that included how to make "happy" clouds and "happy" little trees. Although, these paintings were not considered outstanding artistic creations they did inspire people who were reluctant to pick up a paintbrush. Now, this series is broadcast around the globe. Bob Ross died in 1995.

**1984-**Crayola created an Art Education program for elementary school students called DREAM- MAKERS. It is an Internet site that teachers can go to in order to find lesson plans, and ideas for creative projects. They can even print out letters to send home to the parents of students explaining the importance of Art Education. Some of the ideas expressed by the program are the importance of creativity by students, the great value of visual education, and the importance of exhibiting student work. It is no surprise then, that they also sponsor a variety of exhibitions in the United States each year.

* The AIDS virus was discovered. This discovery has an impact on the personal lives, and the careers of many artists. Keith Haring and David Wojnarowicz were two artists who were diagnosed with AIDS. They both spent much of their careers in a creative response to the AIDS crisis. They viewed their art as an activist statement promoting societal awareness to the political, health, and cultural problems associated with the virus. Haring was part of the graffiti art movement. His work can be seen today in the form of posters, greeting cards, and t-shirts. Wojnarowicz also did street graffiti, as well as performance pieces, and media installations in urban areas. Both Haring and Wojnarowicz died from the virus in the 1990's.

**1986-**The groundbreaking comic book series *Watchmen* is released. Using literary elements such as foreshadowing, multilayered meanings and touching character development, this series proved that comics had the ability to be more than simply commercial products geared toward children. The series is so well regarded and admired that it is studied at countless universities (including Penn State) around the country. **1987** Pop artist Andy Warhol, died at age 58 after being admitted to New York Hospital for a routine gall bladder operation. Warhol transformed contemporary art. He juxtaposed upbeat icons of consumer’s society with images of death and dissuasion. Warhol used his mass production techniques to challenge preconceived notions about the nature of art.

**1988-**Comic Books are first aided by computers. Marvel Comics releases "the state of the art" comic book series *Shatter*. Today, most mainstream comics are colored on computer. In fact, some artists render their pages in pencil, and then feed them into a computer that inks, colors and letters them.

**1989-**Andre Serano creates his most well known piece *Piss Christ*. This piece causes great controversy and is used as an arguing point against the National Endowment for the Arts. After Andres Serrano's exhibition of *Piss Christ*, the U.S. National Endowment of the Arts was attacked by conservative politicians, by commentator Patrick Buchanan and the Reverend Donald Wildman. The attack was initiated by Rev. Wildman who accused the NEA of using taxpayers' money in a wasteful manner. The American Family Association, of which Wildman was president, lobbied for Congress to approve a new regulation for the NEA so that it "shall clearly indicate that obscenity is without artistic merit, is not protected speech, and shall not be funded."

**1990-**Public Law 101-476, the **Individuals with Disabilities Education Act (IDEA)**, renamed and amends Public Law 94-142. In addition to changing terminology from handicap to disability, it mandates transition services and adds autism and traumatic brain injury to the eligibility list.

**1992-**National Council on Education Standards and Testing (NCEST) called for a system of voluntary national standards and assessments in the "core" subjects of math, English, science, history, and geography, "with other subjects to follow." The arts were the first of the "other subjects" to receive federal funding. With the passage of Goals 2000: Educate America Act, the national education reform legislation that includes development of world-class standards, the arts have been recognized for the first time as a fundamental academic subject.

Alex Ross begins creating fully painted comic books. His nearly photorealistic art style begins to bring comics to a wider audience. The comics he illustrates are even sold in traditionally non- comic book stores. Ross is quickly becoming an artist to study, as even the mainstream world is taking notice of his work. Recently, Ross painted the poster for the 2002 Academy Awards.

**1993-**The Palmer Museum of Art opens on the Penn State University campus in 1993. The Palmer features a collection of 35 centuries of paintings, sculptures, ceramics, and works on paper from the United States, Europe, Asia, and South America. The museum offers talks on exhibitions, lectures, films, concerts, and other special programs.

* Jacqueline and Martin Brooks' *In Search of Understanding: The Case for Constructivist Classrooms* is published. It is one many books and articles describing constructivism, a view that learning best occurs through active construction of knowledge rather than its passive reception. Constructivist learning theory, with roots such as the work of Dewey, Bruner, Piaget, and Vygotsky, becomes extremely popular in the 1990s.

**1994** The National Standards for Arts education, was presented to U.S. Secretary of education Richard Riley at a press conference in Washington, D.C. at the National Press Club.

* The Andy Warhol Museum opens in Pittsburgh, PA. The museum features an extensive permanent collection of one of America's most influential artists. It is also a wonderful primary resource for information on contemporary art and popular culture.

**1990s-Present- Comprehensive Arts Education (CAE)** is an approach to learning in and through the arts that centers instruction on works of art, embraces a strong assessment component, and derives content from four foundational art disciplines that contribute to the creation, understanding and appreciation of art: art production, art history, art criticism and aesthetics.

* **Visual Culture (VC**)-The domain of art education is broadening to include a wider range of visual and popular culture. Current trends in scholarship employ postmodern and visual culture approaches to art education, consider effects of globalism on the production and interpretation of images and focus renewed interest on issues of creativity.

**1996-**The Crayola Factory was opened on July 16th. It is located in Easton, Pennsylvania, which is also where the company first made its home in 1902 and has stayed ever since. This factory provides real and virtual tours via the Internet. On these tours you can learn about how crayons and markers are made, along with other useful facts. There is also a Crayola store near the factory. This factory is a great way to let consumers really get to know the processes that the company undertakes to create their beloved products. It allows children to understand more about the materials they are using and may perhaps spark their interest in the arts even further.

**1997-**The Solomon R. Guggenheim Museum opens in Bilbao, Spain. Frank Gehry designed the building with elements of sculpture and architecture as one. The museum has a permanent collection as well as a number of special exhibitions that take place at various times. Art educators and students cannot only learn from the exhibits but marvel on the exterior of the building as well. [Rhonda Montgomery, Spring 2002]

* Sister Wendy Beckett first shared her love of European paintings with public television viewers in 1997 on PBS. Sister Wendy then was on her way to becoming one of the most unlikely, note- worthy art critics of this century. [Elizabeth Garlena, Spring 2002]
* *Painting by Numbers*, Komar and Melamid's scientific guide to art is printed. This book, written by Vitaly Komar and Alexander Melamid, attempts to define fine art, its critics, and its audience through use of "scientific" market research polling. Researchers began in 1993 by calling and asking Americans from the 48 contiguous states what they liked and disliked about fine art. Researchers also asked what preferences the Americans had for specific artistic conventions such as brush strokes, colors and realism. International organizations aided the authors by asking the same sets of questions to people from 10 other countries across Europe, Africa and Asia. This research was done to determine the qualities of the various countries' least and most wanted paintings. The book, which stems from this research, sums up the findings and provides a picture of each of the countries' least wanted and most wanted paintings. The results of the study are put forth as standards of fine art that are accepted by the masses, a "people's art" of sorts. [Hillary Cook, Fall 2002]
* *The Glory of Byzantium* exhibition is held at the Metropolitan Museum of Art in New York City. Byzantium refers to the eastern Roman Empire, which stretched from Eastern Europe to the Middle East, with Constantinople as the capital city. The show addressed the spread of Byzantine art during the empire's second golden age, from roughly 843 to 1261, as well as the influences of Byzantium on Western art. Due to the multitude of cultures encompassed within the empire, the exhibition also illustrates the diversity of Byzantine art. The exhibition's highlights include a miniature tesserae mosaic, illuminated manuscripts, and rarely loaned iconoclastic pieces from monasteries in Greece and Egypt. A total of four hundred thousand visitors viewed the exhibit, which is noteworthy because that number is equal to the population of Constantinople at the height of the empire. [Jon Doutt, Fall 2002]
* The new billion-dollar J. Paul Getty Museum in Los Angeles opens to the public on December 16, 1997. After his death, Getty, a prominent art collector and a billionaire as the result of Oklahoma oil leases, left his fortune to the completely surprised staff of the already-existing Getty Villa. The trustees of the museum used the funds to create a massive Getty Center of which the museum is the only part open to the public. Other parts of the Center include the Research, Conservation, Information, education, and Leadership Institutes that further advance scholarship in the arts. The Getty education Institute for the Arts created the **Discipline-Based Art Education** program that has since been adopted across the country at all educational levels. DBAE focuses the learning of art evenly on its making, criticism, history and aesthetics.

**2000-**Diane Ravitch (American historian of education, policy analyst and research professor at New York University, 1938- ) wrote the book, *Left Back: A Century of Failed School Reforms*, which criticized progressive educational policies and argued for a more traditional, academically oriented education. Her views, which are reminiscent of the "back to the basics" movement of the late 1970s and 1980s, are representative of the current conservative trend in U. S. education and the nation at large.

**2001-**The controversial No Child Left Behind Act (NCLB) is signed into law by President George W. Bush. The law, which reauthorizes the ESEA of 1965, holds schools accountable for student achievement levels and provides penalties for schools that do not make adequate yearly progress (AYP) toward meeting the goals of NCLB.

* ***Arts with the Brain in Mind*** by Eric Jensen was released.

**2003- *Teaching Visual Culture*** by Kerry Freedman was released**. Art Education for Social Justice**, a broader branch of Visual Culture, becomes a hotly debated topic.

**2004-**H**.R. 1350, The Individuals with Disabilities Improvement Act (IDEA 2004), reauthorizes and modifies IDEA**. Changes, which take effect on July 1, 2005, include modifications in the IEP process and procedural safeguards, increased authority for school personnel in special education placement decisions, and alignment of IDEA with the No Child Left Behind Act of 2001.

* The Education Commission of the States (ECS) launched the Chairman's Initiative on Arts in education. Governor Mike Huckabee of Arkansas led the initiative, *The Arts – A Lifetime of Learning,* commensurate with his two-year term as 2004-06 ECS chairman. Governor Huckabee was the 41st governor to serve in this position and the first to focus his initiative on the arts in education. The goal of the **ECS Chairman's Initiative on Arts in Education** was to ensure every child has the opportunity to *learn about, enjoy* and *participate in* the arts. These three experiences represent what is meant by the term “arts in education.” Toward that end, state leaders have a responsibility to make – and keep the arts strong in public schools.

**2008-**On May 6, the state of Tennessee Senate Bill # 2920 that states all public schools will provide instruction in art and music for grades k-8. Schools are also encouraged to integrate art and music into other core academic subjects.

**2009- *Neuroeducation: Learning, Arts, and the Brain***was published by the Dana Foundation at John Hopkins University. This work focused on the junction of neuroscientific research and teaching and learning, with an emphasis on the arts. Brain based research, although not a new concept is beginning to show how the brain learns naturally and is based on what is currently known about structures and functions of the brain at certain stages of development.

**Issues Facing Education and Art Education in this Coming Years**

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| **Issues Facing Education and Art Education in this Coming Years** | |
| * Reauthorization of federal legislation * Longer school day/school year * After school tutoring * Charter Schools, School Choice * Smaller class sizes * Improved teacher quality   + Improved training/assessment   + Higher credential standards   + Generally higher pay to attract more qualified applicants   + Performance bonuses   + Firing low-performing teachers * Internet and computer access in schools * Track and reduce drop out rates | * Track and reduce absenteeism * Equality in gender education * Bilingual education * Inclusion of special education students * Training students to think critically vs. regurgitating information * Curriculum Standards (national vs. local) * Funding, neglected infrastructure, and adequacy of educational supplies * Funding for art education programs * Assessment * Understanding art education’s importance in a world economy. |

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Various Internet sites for life dates of theorists.